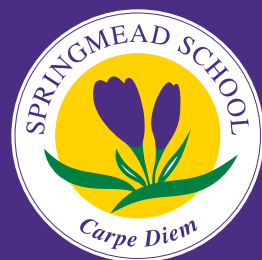




Springmead

REVIEW 2017–2018





“Why ‘*Carpe Diem*’? Well, for many reasons. Children only have one education and one childhood; each must be allowed to flourish before they vanish.”

MADELEINE TAYLOR, PRINCIPAL



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Our story

Holistic development, personal success and seizing the day are at the heart of everything we do at Springmead. Sixteen years on, and with an ISA Award for Excellence in Extra-Curricular Activities, we are committed to providing the best education for each and every one of our students.



Springmead School was founded by three individuals who had had three very different educational experiences. Stephen Taylor and Jacqueline Beardsley had done well at school, wonderfully meeting all mile stones. Stephen went from college to run a successful IT software development consultancy, Jacqueline went on to become a successful teacher in state and independent schools, using her passion for teaching along with her skill in languages, and annoyingly in maths too! My own experience was something quite different.

At the grand old age of eleven I had a reading age of a six year old and was unable to read anything but the most simple of texts. Spelling and maths were still alien concepts. I had had no periods of absences from school and yet there were massive gaps in my knowledge. Although undiagnosed, it is now obvious that I had a marked specific learning difficulty. Or, more simply, my brain was not ready to receive the information that was being taught in many of the academic lessons. This meant I was woefully, and noticeably, behind my classmates. Following entrance tests I entered secondary school in the bottom of a six set year group, a defining low point. Had

it not been for the opportunities I took outside of lessons I'm not sure how my life would've turned out. Through after-school activities, sports clubs and trips I developed a plethora of skills and attributes that helped me cope. I learned tenacity through failure; a desire to do well from eventual success; a love of everything creative developed through the arts; the ability to be a good team player as a

result of my love of sport; a strong need to make others feel better as I knew how they felt. Also, because I was involved in so many varied extra-curricular activities, I was able to develop and hone my social skills and my communication skills which meant I had a lot of friends.

From eleven to sixteen life became a little easier and gradually the academic world began to make sense. By the sixth form I had caught up, became Head Girl

and left with a clutch of A-levels. I went on to become a Personnel Manager with Marks and Spencer before going to university where I gained a First Class Honours teaching degree. I then became a teacher. It was because of the qualities acquired outside of the classroom that I was eventually able to achieve personal and academic success. They were my key strengths. Drawing on my experience and eventual success as a student and as a teacher, I eventually started making plans to open a school of my own.

“As educators we have to really know each child, understand where they are and then support them to allow them to reach their next stage of learning”



Through my experience, I discovered if learning is too hard and there are no other outlets for developing skills and knowledge, then life becomes arduous. Similarly, if all learning is easy how will a child learn resilience and 'stickability' in the face of adversity later on? Springmead punches well above its weight in terms of provision and extra-curricular activities for a very important educational reason: we want children to have as many opportunities as possible to develop a sense of self, a sense of their own unique abilities and realise their possibilities. I feel strongly, and with good reason, that this is one of the reasons our children consistency punch well above their weight too in terms of academic outcomes, consistently above the national average.

When I say to parents that each child is on his/her own unique learning journey it is not a glib statement. My own educational experience, good and bad, has helped me shape the educational experience that children receive at Springmead. As educators we have to really know each child, understand where they are and then support them to allow them to reach their next stage of learning. At Springmead, we provide a myriad of opportunities, in and out of the classroom, which allow each child to tap into their known and unknown skills and abilities and to practice and develop their learning skills. ”

MADELEINE TAYLOR
PRINCIPAL OF SPRINGMEAD SCHOOL



Our vision



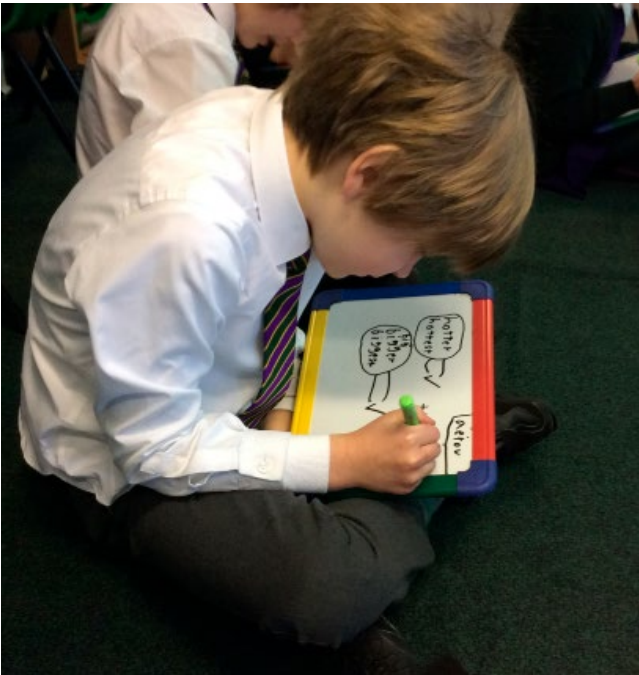
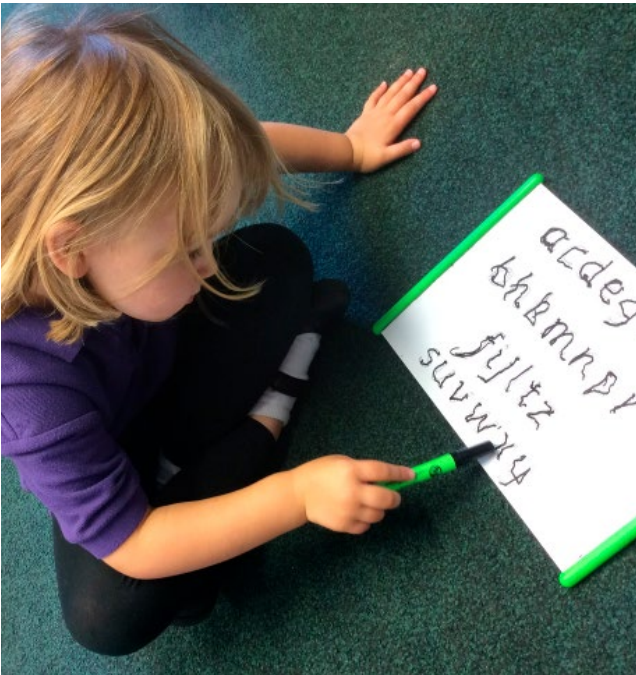
At Springmead our philosophy is that children should not only become numerate and literate, but also develop a hunger for knowledge and a thirst for learning. Children need to be guided to become self-learners, to think wisely, be confident, be balanced and compassionate, while developing their own particular talents and abilities. Such principles are best achieved in an environment that is stable, secure and safe, but at the same time one that is exciting, rich, stimulating, rewarding and fun. At Springmead, these ideals are achieved by having the following clearly defined aims:

- To see each child as an individual with unique needs and possibilities
- To teach children in small classes
- To use the best traditional and modern teaching practices in the classroom and beyond
- To ensure pupils work towards and beyond national age-related expectations in literacy and maths, while maintaining a very strong commitment to a fulfilling curricular experience across all subjects
- To provide a rich variety of academic, artistic, sporting and social enrichment experiences through an extensive extra-curricular programme, allowing children to find and nurture their talents
- To teach children how to become effective, resilient, reflective and resourceful self-learners
- To teach sound human values, implicitly and explicitly
- To provide dedicated, professional and caring staff
- To forge strong partnerships between home and school
- To provide an inspirational, happy and supportive environment.

Enriching the Curriculum

The very heart of the Springmead vision is to ignite in our children a passion for learning and life. This happens every day through exciting lessons but it also happens through the wide range of enrichment activities that they experience during each academic year. These activities are integral to our curriculum, guided by the National Curriculum for primary aged children. Here is a list of some of these activities:

- School poetry performance competition
- Charity gift boxes
- Harvest service, Carol service and combined assemblies with the village school
- Science fair
- E-safety day
- Subject enrichment days
- Christmas gift shop
- School council
- Annual productions and class performances
- *Go Explore!* – residentials, school trips including theatre trips and bushcraft activities
- Instrumental concert
- Charity events throughout the year
- Award activities
- Extra mural clubs
- Sports day and sports clubs

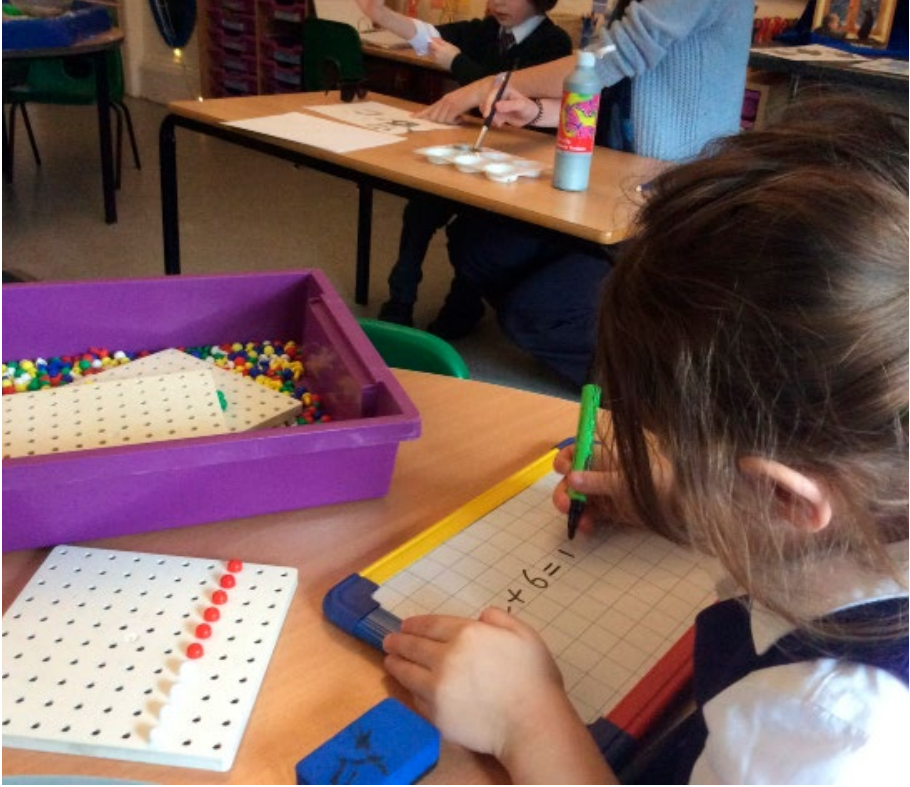


Literacy

“There is no greater agony than bearing an untold story inside you.”
MAYA ANGELOU

Literacy and our themed work allow us to dream, to travel and to explore the world around us. We learn how to write for different audiences and different purposes using different forms. We write about ourselves and celebrations before writing about space and English country gardens. We talk about our favourite books, read and tell stories of rainforests, and the people who live there. We read and write about fire, holidays, remarkable people, ancient people, religion, adventures, historical sites and historical events. We write copy for magazines and newspapers, publish prose and poetry, make up stories, retell stories and debate stories. We find a voice, we find our voice, and we learn to use it.



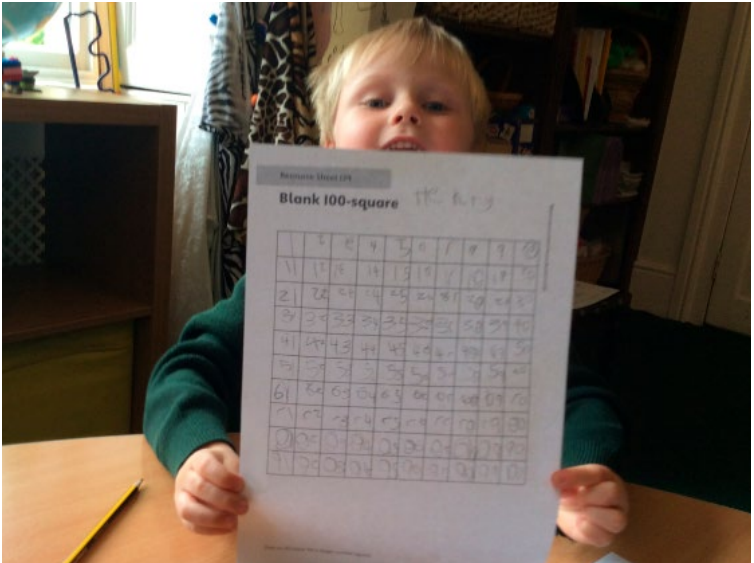




Numeracy

**“Give me a lever
long enough
and a fulcrum
on which to
place it, and
I shall move
the world”**
ARCHIMEDES

Maths is easy to learn at Springmead with so many opportunities to actively engage. We explore numbers and place value, do mental addition, subtraction, multiplication and division in the classroom, on school trips and in the playground. We spot different shapes on our *Go Explore!* sessions, in the classroom and in art. We talk about their properties, diameters and measurements. We double things, estimate and separate things in to fractions. We measure angles, count money, learn our times tables, create graphs, tell the time and the temperature. We patrol the perimeter, solve problems, work out percentages and come up with algorithms. We learn about statistics and 2D and 3D shapes as well as working out Roman numerals.





Science

“Science is about exploring, and the only way to answer the secrets of the universe is to go and look”
BRIAN COX

We are science-mad at Springmead. We start by exploring types of animals and parts of animals. We learn to identify materials, plants and different habitats. We observe and celebrate the changing seasons. We study the impact of food and exercise, classify and group living things, understand the parts of plants, what they need and how they grow. We play with magnets and forces, light and shadow, rocks and soils. We talk about the dangers to living things, human nutrition, life cycles, Earth, light, sound and space. We learn about our bodies, evolution, inheritance, reproduction and relationships. And we never stop questioning.





Humanities

“Are we the same people, I wonder, when all our surroundings, associations, and acquaintances are changed?”

GERTRUDE BELL

“Those who don’t know history are destined to repeat it”

EDMUND BURKE

Geography

We love exploring where we’re going and where we’ve been which is why we love Geography. We look at our immediate environment – home, school and the local area – and family including family celebrations before investigating the planets in our solar system and the history of space travel. We explore maps of the UK, looking at weather, crops and the geography of the UK. We use Winnie the Pooh as a stimulus for researching rivers, streams and building animal shelters. We look at planet Earth and talk about continents, oceans, jungles, holiday locations, South America and the way in which land has changed over time and sustainability.

History

For history we explore pre-history and dinosaurs, the Greeks, Romans and the Celts, our local history, Brunel, the Great Fire of London, WWII and the role of women throughout history. We learn about Queen Victoria, the industrial revolution and the differences between rich versus poor, Dr. Barnardo and access to education. We collect and record data, interpret it and draw conclusions.



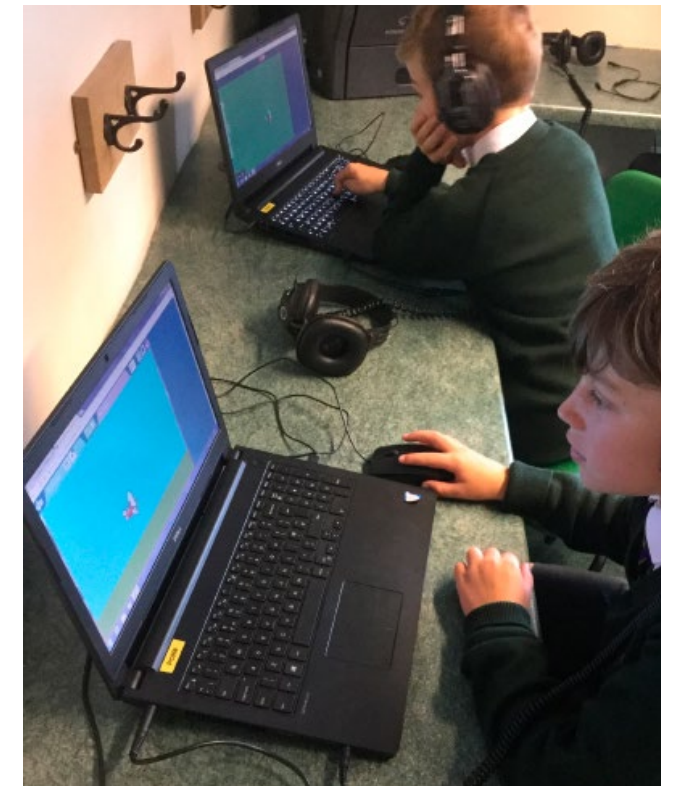


French

“Learning another language is not only learning different words for the same things, but learning another way to think about things”

FLORA LEWIS

At Springmead all of our students learn a language, even our youngest. In introducing a new language, we start with ‘All About Me’ before exploring celebrations, people, jobs and travel. We link our subjects where possible and learn the words for growing things, weather and sport. We walk around the village, identifying the features of Beckington in French – houses, rooms in houses, places in a town or village, shops. We talk about cafés and food, beaches and bodies and the wider world around us. We learn about the French words for animals, clothing and the school environment. We talk about the planets, the past and the present. All of which sets our students up perfectly for their residential in France in years 5 and 6.



I.C.T.

As educators, we are preparing our students for a future that does not yet exist. Learning about technology, computing and coding is something we feel is very important, so much so that we even run an extra-curricular coding and computing club and digital arts club. In lessons, one of the most important things we teach our students is online safety and how to be safe with technology. We also learn about

the uses of ICT, taking photos, sharing and exchanging information safely. We learn how to create a range of media including; posters, leaflets and videos and explore the most effective forms of communication for different information. We learn about hardware, how to use software and we learn the basics of coding, data handling, modelling and social media and e-communication.

“We’re changing the world with technology”

BILL GATES



Art & Design

**“Every child
is an artist”**
PABLO PICASSO

We love art, creativity and design technology at Springmead and we're lucky to be able to combine it with so many other subjects. We get our hands dirty with clay, paint and ink. We sketch aliens, planets and Roman artefacts and make mythological creatures. We illustrate book covers and make traditional roundhouses. We explore colour, shape, texture, light, lines and landscapes. We create Victorian toys, build shelters and build towns. Through art and design we research cultures and civilisations, religions and travel around the world investigating differences and similarities.



Sport & P.E.

“The most certain way to succeed is always to try just one more time”
THOMAS A. EDISON

Over the year we have enjoyed enormous successes in a range of sports, locally and nationally. However, sport and PE at Springmead is not all about winning – it’s about the lessons learned through taking part. Alongside our clubs, *Go Explore!* sessions, internal and external fixtures, sport enrichment days and our annual Sports Day, each year group has regular physical education lessons. Students learn the rudiments of sport including maintaining positions, passing, dribbling, attacking, defending which we teach through a range of sports and activities. At Springmead, we enjoy field sports, do athletics, swimming, racquet sports, gymnastics and dance.



Music & Performance

**“Where words fail,
music speaks”**

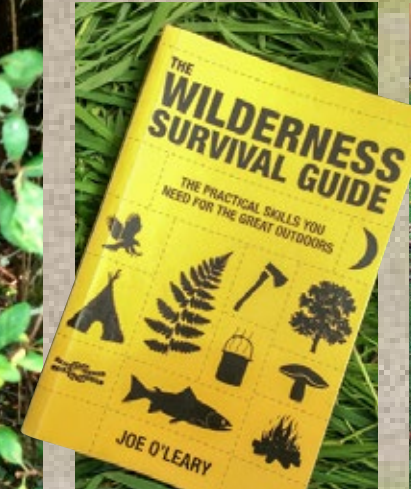
HANS CHRISTIAN
ANDERSEN

Music is an important part of our curriculum from nursery through to Year 6. As a creative subject, it has been proven to have many benefits in education including; reducing stress, helping you sleep better and can even make you happier!

We start with exploring sounds and textures feeling the pulse and the rhythm, we sing songs and look at notation. We introduce our students to a range of instruments and look at how meaning is created in music. We tell stories through music, we feel the music, we read the music and we are the music. We create soundscapes of the seasons and graphic scores of relevant historical events, streets, films and the wider world around us.

Alongside music, drama is an essential part of our provision and, from nursery to Year 6, we provide a plethora of opportunities to perform – through individual lessons to whole cohort and whole school.





Go Explore! and Bushcraft

“The natural world is the greatest source of excitement; the greatest source of visual beauty, the greatest source of intellectual interest. It is the greatest source of so much in life that makes life worth living”

DAVID ATTENBOROUGH

An extension of our motto Carpe Diem, or Seize the Day, *Go Explore!* is integral to our curriculum. More than simply out-of-the-classroom learning, *Go Explore!* brings learning to life. Why talk about mini beasts when you can hunt them down and observe them instead? We feel strongly that learning is about much more than pens and paper and we strive to provide a wealth of opportunities for experiential learning to engage, consolidate and cater for different learning styles while developing life-long skills and interests.

Bushcraft also plays an important role in building confidence, self-reliance and leadership skills. Plantlore, firecraft, sheltercraft, knifecraft, survival skills, first aid and safety routines are taught throughout their time at Springmead, with intensive bi-weekly sessions in Year 6 led by specialists Mark and Lucy Holtson of Countrylore Bushcraft.





P.S.H.E.

“No act of kindness, no matter how small, is ever wasted”

AESOP

Personal, social and health education underpins much of what we do at Springmead. We talk through the meaning of community, the importance of friendships, feelings, rules, getting along and reconciling with friends. We explore right and wrong, bullying, relationships, confidence and responsibility. We learn how to be active citizens, goal setters and how to live a healthy life. We look at differences and similarities, discrimination, individual worth, rights and duties and when and where to get help. We talk about puberty, relationships, interview skills, jobs and money. And, importantly and everyday, we talk about confidence and responsibility and why being themselves is so important.





R.E.

“Reserve your right to think, for even to think wrongly is better than not to think at all”

HYPATIA

Religious education is about far more than Christianity. While we talk about the symbols of Christianity, the birth of Jesus, discuss stories from the Bible, religious holidays we also consider what faith is, look at different religious celebrations, religious clothing, special religious places and religious imagery. We explore Islam, Judaism, Sikhism, Hinduism, Buddhism as well as considering agnostic views. We learn of the morals, values and beliefs of a range of religions and think about how these can be applied to our daily lives using art, discussion, literacy and drama. It is also explored through the charitable work of our students, staff and the wider Springmead community.





Ducklings



by the Ducklings class

The Ducklings have made some wonderful memories this year. They loved Pete the Poet's visit and his flying carpet, the trip to the fire station and picking apples at the orchard. The highlight is always making our action film, where the children design their costumes and characters as well as helping to write the screenplay. The sea monsters did a great job as the baddies this year!



Our favourite memories

Cooking garlic bread on the fire. **ARIANNA**
Dressing up for World Book Day. **EVERLY**
Picking apples at the orchard. **FLEUR**
Feeding the little goats at the farm. **AVA**
Playing in the kitchen with my friends. **WILL**
When I was the innkeeper in our play. **ELIZA**
Jumping around on the equipment in the hall. **ROSE**
Climbing on the equipment in the hall. **KATERINA**
The dinosaur museum we made. **RUFUS**
When we did gymnastics. **SETH**
Doing archery. **GEORGE**
Riding in the firetruck. **SOPHIA**
Running with the mermaids in our film. **ELENA**
Making bread and having a picnic. **GRACIE**
The fire station. **ALBA**
Bikes. I like going fast. **WILL**
Singing 'We are sleepy shepherds'. **MARTHA**
Running and being naughty in our film. **SEB**
Our play. I loved showing the film. **MABEL**
Making apple juice. **CHARLIE**
The sea monster costume. **ELIZABETH**



Hedgehogs



by Delilah

The Hedgehogs have had a fantastic year, full of fun and learning. Their enthusiasm and thirst for learning and life is inspiring. We always love the Nativity and especially our class performance. This year we performed Chicken Licken and the children acted their socks off and Foxy Loxy ate everyone! We loved our Longleat trip and it was a joy to see the children enjoying the safari and exploring the animals together as a class. Careers week was a definite highlight. The children also all thoroughly enjoyed the recording experience, recording our school song and feeling like real artists!

Our favourite memories

Being Chicken-Licken. **AVA**
The train at Longleat. **PHOEBE**
Going to Longleat. **POPPY**
The Chicken-Licken show. **LUCY**
The apple orchard. **ASHER**
I love phonics. **HENRY**
Writing stories. **RAFE**
The apple orchard. **BILLY**
Playing with me friends. **DELILAH**



Rabbits



by Isabella

We've enjoyed a fun-filled year in Rabbits class, making the most of the four seasons. From leaf rubbings in the autumn, snowball fights in winter, springtime walks down to the wildlife area and a fantastic paddle in the pool at *Noah's Ark Zoo* to cool ourselves down on a hot summer's day.



Our favourite memories

Making clay birds. **FREDDIE**
Going to the park. **OLIVER**
Our trip to Noah's Ark. **RUBEN**
Noah's Ark and the park. **MOLLIE**
Watching Peter Rabbit. **FELIX M**
Going to the cinema. **ISABELLA**
Our trip to We the Curious. **DOM**
The trip to Noah's Ark farm. **AMELIA**
School trips and after-school clubs. **PANASHE**
Noah's Ark farm and the park. **FELIX Y**
Learning about magnets. **SIENNA**
Buddies after-school club. **DILYS**
Maths lessons. **OLIVIA**
Doing art. **AVA**



YEAR 2 Otters



All fired-up for another year, the Otters launched into their first topic, 'Fire', which included The Great Fire of London. Following this we explored 'Remarkable People' encompassing Florence Nightingale, Mary Seacole and Brunel, amongst others. Finally, our 'Holidays' topic linked the past with the present, culminating in an exciting trip to Weymouth.

Our favourite memories



I like Otters because it's really fun. **TOM**
The underground place in the SS Great Britain. **TALULAH**
The talking toilet in the SS Great Britain. **OSCAR H.**
Lights, Camel, Action. **BEA**
SS Great Britain – it's old, creepy and I saw Brunel. **ENZO**
The buffet with marshmallows. **KESHIE**
The SS Great Britain. **SOPHIE**
Doing plays and practising plays. **MIRANDA**
Learning about the SS Great Britain. **OLLY**
Doing a fish in art. **OSCAR T.**
The talking toilet on the SS Great Britain. **POSY**
Playing with my friends. **FREDDIE**
Learning about Brunel. **SAMMI**





Badgers



by Eleanor

The Badgers set off by looking at the ancient peoples who inhabited our land; the Celts, the Romans and the Anglo-Saxons. Spring term saw us reading adventure stories and investigating weather around the world. We concluded our year by finding out about how different people came to be living in America, and studying Sikhism and its place among the world's religions.



Our favourite memories

Watching movies and smartie maths. **DARCEY**
Stonehenge, American Museum and the Roman Baths. **ARTHUR**
All of Badgers – we have done loads of fun things. **MARIA**
I like smartie maths, regular maths and trips. **KATY**
The American Museum. **ALICE**
School trips are my favourite. **MILO**
I love history, reading, grammar and art. **LEON**
I like maths and class trips. **SAM**
I really like the school trips. **MARLEY**
Learning about the Romans. **KOHAN**
Acting out plays and auditions. **ELEANOR**
I enjoyed History and Maths. **GEORGE**





YEAR 4 Squirrels



The squirrels have had a fantastic year. We've studied the Greeks and their influences as well as looking in depth at World War II which lead them beautifully in to their exciting trip to London, where galleries and the Imperial War Museum cemented all their knowledge. In the West End, we watched Aladdin and took part in a workshop afterwards, which was a huge highlight in our year. We've explored Frome's history and geography in classroom work as well as on trips, there was so much to discover this year!

Our favourite memories

- The London trip. **SAM**
- The Aladdin performance. **KIRA**
- The clubs. **SEBBY**
- Coding was epic! **PADDY**
- I have got better at my maths skills. **OLIVER**
- Making paper airplanes in the World War 2 topic. **JACK**
- I had my first residential trip. **SAMUEL**
- The teachers have loved and supported me. **BELLA**
- I had a fabulous time in London. **ALICE**
- The time in Yr4 and support from the teachers. **GEORGIA**
- When we went to London. **BETH**
- Sleeping overnight in London. **ROSIE**
- I had lots of fun in London. **JAGO**
- I did well in maths. **ANGUS**



Owls



by Leo

It has been an exciting and jam packed year in the Owls class. We have enjoyed finding out about our themes – Ancient Civilisations, The Tudor Period and Water. We were lucky enough to experience some stimulating and challenging trips to ‘We the Curious’, to watch ‘Wicked’ at the Bristol Hippodrome and our residential trip to France. *Go Explore!* sessions, fixtures, careers week, an award walk, the science fair, showcase and the summer production also filled our calendars with inspiring educational memories for our learning journeys.



Our favourite memories

When we went to Wicked. **ISAAC**
The Christmas party when I brought in table tennis. **LEO**
When I joined Yr5, everything was new and exciting. **EDWIN**
Playing with my friends in the sea in France. **REUBEN**
Hard to choose, but going to France. **PENELOPE**
France when Charles fell over in the sea. **RUPERT**
France when Charles and Rupert fell over. **TRAVIS**
The most special thing was Superstan. **ELIZA**
My favourite thing was doing our play, Superstan. **TILLY**
France when we were jumping over the waves. **CHARLES**
France and making friends with the Yr6's. **POPPY**
Going to France. **LIBBY**





Eagles

Year 6 this year have learnt about the Victorians, Prehistoric People and Contrasting Locations. They have visited Sevington Victorian School, watched Wicked at the theatre and been on a residential trip to France. They have been Springmead Ambassadors; completed a two day bikeability road safety course and a year-long Bushcraft programme. They have had several visitors inspire them including a careers fair event. They took part in Showcase, where some of them were presenters or backstage crew. They completed a sponsored car wash and a matchbox challenge to raise money for Mercy-in-Action and four children represented the school at a maths challenge competition. What a busy year!



by Imogen



Our favourite memories

- The responsibility we were taught. **EVIE**
- Full day of bushcraft. **DANIEL**
- The supermarket in France. **GUY**
- Our flour babies. **PHOEBE**
- The supermarket in France with my friends. **SJ**
- Breaking the school record for 25m freestyle. **JAMES**
- Our full bushcraft day was my highlight of the year. **IMOGEN**
- The Victorian school and the last day of bushcraft. **TAEAN**
- All day bushcraft, Wicked, the Victorian school and bikeability. **JACK**
- Showcase was a really memorable moment in my life. **PRIMROSE**
- Going to the cricket tournament. **SILAS**
- Going to see Wicked. **ALEESHA**
- I loved Showcase. **ANNA**
- The Victorian school. **NOAH**
- Learning bushcraft skills. **MARTHA**
- My first day being an ambassador. **BEN**



School Awards & Achievements

During 2017/18, Springmead School was awarded the National ISA Award for Excellence in Extra-Curricular Activities and commended for Excellence in Parental Engagement



Research reveals that pupils who participate in extra-curricular activities are three times more likely to have better grades compared to those who do not participate. Extra-mural clubs go

beyond the curriculum and allow pupils to learn life skills that benefit them right through to adulthood, socially and in their professional and academic careers. At Springmead School, there are over 30 lunch-time and after-school activities children can choose from, ranging from Chess to Fashion, from Healthy Eating to Lego, Sport, Cross Country, the Arts, Geography, Science – the variety of activities enthuses and engages a wide range of interests. Springmead believes every child has talent and that it is a school's duty to spark it.

While most schools offer some extra-mural clubs, Springmead's commitment to their students' development goes further, offering: an annual Geography Day, Science Day, Science Fair, Sports Day and Arts Showcase; Academic and Sport Enrichment Days; The Springmead Award which includes a hobby; a physical activity;



community service; a first aid course; a residential trip and a hike; *Go Explore!*, an outdoor programme teaching survival skills, science, plantlore, bushcraft, geography and mapping; a thriving School Council and an Ambassador programme for their most senior students.

In tracking participation in extra-curricular activities, Springmead has found a strong correlation between engagement in extra-curricular activities and academic success – the more children try out, participate and engage in new ideas and concepts, the more they engage in class and in subjects across the curriculum.

"We are delighted to have won the ISA Award for



Excellence in Extra-Curricular Activities. We believe strongly in developing the whole child and we find this approach supports each and every child to excel academically and personally." Madeleine Taylor

The school was also identified as one of the top schools in the country for Excellence in Parental Engagement and shortlisted for the ISA's annual award for successful initiatives such as: daily school diaries; weekly newsletters; their up-to-date, informative and engaging social media; three annual progress reports each followed by a parent consultation; focus evenings for parents and regular, often weekly, email correspondence.



Springmead School Association



Springmead are fortunate to have very supportive parents who are part of our family. As parents, grandparents or friends of the school, you contribute immensely to school life through joining the SSA, coming in to help with reading, or speaking to classes about your career or life experiences. This adds to our student's understanding of the world, helps them to feel more confident interacting with adults, inspires future career choices, contextualises their learning and makes them feel valued. We are immensely grateful for this support, it means a lot to us and a tremendous amount to the children.



Giving back

At Springmead we are committed to charitable works and fundraising across many charities. Our partnership with Mercy In Action has continued to flourish this year.



So long, farewell...



Jacqueline Beardsley

Having taught in the maintained sector of education for 17 years prior to my involvement in Springmead, I was very aware of the constraints on teachers to achieve certain results in particular subjects at the cost of being able to see the wider picture. I knew only too well the pressures on individuals and schools that the creation of SATS (which I had been involved in creating – *little did I realise the implications*) and league tables were causing. These pressures have not lessened, indeed, many in the profession would say they are considerably worse now.

“As an embryonic Springmead team, we developed very clear ideals about the education of the whole child”

As an embryonic Springmead team, we developed very clear ideals about the education of the whole child, set alongside rigorous academic testing; the desire to encourage every child to achieve their absolute potential, academically and in areas way beyond the classroom, with support along the way to help those with need, and to stretch those who could reach even further; the wish to forge an exciting and inspiring environment, underpinned by the morals and Christian values at the heart of all three founders; and the determination to employ teachers with a passion for their calling, a real empathy for the children in their care, and the same belief that educating a young person is a three way partnership between the individual, school and home.

I head off to seize the day, happy in the knowledge that our wishes and desires are being fulfilled daily, that there is an incredible staff in place with the single aim to do the best for each and every child, and that the team at the head are constantly striving to improve every facet of school life.



Sarah Clark

I will look back with fondness on my time at Springmead. As a young NQT, just out of university, it has given me a brilliant beginning to my teaching career.

Having such a supportive NQT mentor enabled me to build on my skills and grow in confidence on my ten year journey at Springmead.

Throughout that time I have thoroughly enjoyed working with the dedicated staff and enthusiastic and inquisitive children.

I will take with me fond memories of trips, productions, Bushcraft sessions, science fairs, award walks and all the day-to-day lessons.

I would like to take the opportunity to give special thanks to Madeleine and Jacqueline for supporting and believing in me and providing opportunities for me to develop professionally. The teaching qualities I have gained I will take with me on my new adventure.



Natalie Eales

There was more than a little trepidation when I arrived at Springmead for the first time, but I quickly realised that I needn't have worried. Springmead has been a unique opportunity: more than a school, more than a business, Springmead is a family full of friends.

Sometimes memories are made when they are least expected. Patching up a scrapped knee can lead to a very funny joke; children singing, laughing and discussing life at the end of the corridor make me smile every single day.

More than anything, I will miss hearing the children: on the playground in all weathers, in the classrooms loving learning, and on the stage, transforming from 'little ones' into musicians, dancers, performers and actors.



Leavers' Assembly

Our leavers in full blossom





Family

Senior Management Team

Madeleine Taylor | Principal | BA Hons, QTS
Jacqueline Beardsley | Head of Studies & Class Teacher | BA Hons, PGCE, Dip Language Teaching
Sally Cox | Deputy Principal | Head of Pastoral Care, BA Hons, QTS
Shirley Offer | Nursery Manager | Norland Diploma, NNEB, RSH
Natalie Eales | Bursar | BA Finance, AAT Level III

Class and Subject Teachers

Georgina Boyden | BA Hons, PGCE
Sarah Clark | BA Hons, QTS
Jane Dickson | BA Hons, PGCE
Hannah Drury | Music, BA Hons, Dip ABRSM, LLCM, PGCE, QTLS
Joanna Finch | BEd Hons, QTS
Emma Lindley | BEd Hons, QTS, ASA I Swimming Teacher
Charlotte Munckton | BA Hons, QTS, EYP
Nick Munckton | BEd Hons, QTS

Learning Support

Caroline Miller | SEND Co-ordinator, BSc Hons, PGCE
Emily Foot | NVQ III Caring for Children and Young People, UAC Supporting Children, Young People and Families
Karen Miller | BTEC National Diploma in Nursery Nursing, FA Level I Football Coaching, FA Level I First Aid

Teaching Assistants and Nursery

Kathleen Harries | BA Joint Hons, PGCE
Cressie Harris | NVQ III Supporting Teaching and Learning in Schools, 1st Year FDA in Education Studies
Jo Linegar | NVQ Sports Therapy, BTEC National Diploma in Person Fitness Training, NVQ II Teaching and Learning Support in Schools
Carol May | BTEC National Diploma in Early Years, GNVQ Health and Social Care
Karen Miller | BTEC National Diploma in Nursery Nursing, FA Level 1 Football Coaching, FA Level 1 First Aid
Lauren Mullins | NVQ III Child Care, NVQ III Health and Social Care
Mary-Ann Pinchin | NVQ II Teaching and Learning Support in Schools
Johanna Robinson | NVQ II Early Years Education
Stacey Watson | NVQ III Teaching and Learning Support in Schools, ASA I Swimming Teacher

Swimming Teachers

Sarah Cozens | Swimming Coach UKCCIII
Helen Coombs | ASA Swimming Teacher II

Bushcraft Instructors

Mark Hotson | Countrylore Bushcraft
Lucy Hotson | Countrylore Bushcraft

Administration and Catering

Kim Hobley | Administrator
Susan Brown | Administrative Assistant
Tracey Martin | Cook
Ewelina Ksiaznicka | Catering Assistant
Phyllis Lawrence | Cleaner
Matt Stephenson | ICT Support
Andy Gulliford | Maintenance Support

Chaplain

Peter Stone | Certificate in Education
James Shone | BSc Hons, PGCE

Peripatetic Teachers

Denian Arcoleo | Guitar, BA Hons
Helen Arcoleo | Flute, BA Hons
Hannah Drury | Trumpet and Introductory Music, BA Hons, Dip ABRSM, LLCM, PGCE, QTLS
Lou Cox | Speech and Drama, BA Hons
Tamsin Kennard | Voice, BA Hons
Guy Hobley | Clarinet and Saxophone, BA Hons
Patrick Cooper | Karate Instructor

Springmead Cup Winners 2018



| | |
|--|---------------------|
| Child of Courage | Penelope Millard |
| Science | Oliver Walker |
| Handwriting | Sammi El'Deen |
| French | Leo Hopkins |
| Sports Contibution | Taelan Savage |
| Seize the day (Pre-Prep) | Oscar Tagent |
| Seize the day (Prep) | James Linegar |
| Creative Writing | Anna Bagan |
| Musical Contribution | Beth Dinnis |
| Design Technology | Jack Curtis |
| Maths | Matha Johnston |
| Kindness | Primrose Boyden |
| Art | Imogen Baker |
| Drama | Silas Collins |
| The Virtues | Kohan Savage |
| Progress | Jago Baker |
| Bushcraft | Daniel Hopkins |
| Building Learning Power | Noah Pullen |
| Swimming Cup (presented by the Metcalfes) | Aleesha & SJ Mwaura |
| Gymnastics Cup (presented by the Kirkwoods) | Eliza McGrath |
| Special Achievement for Cross Country | Guy Buglass |
| Special Achievement for Gymnastics | Phoebe Kirkwood |



**Treat other people as you would be treated. Forgive. Share. Be honest.
Listen. Be kind and helpful. Be respectful. Do your best to be your best self.**

THE SPRINGMEAD WAY



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