

Year 7 Parents' Welcome and Information Evening







Aims of our talk and presentation

To welcome you and to introduce you to staff

To clarify, remind and explain our systems and expectations – both academic and pastoral – so you know what the pupils have been told!

To highlight forthcoming key events in the school calendar



	Senior Leadership Team 2025-6	Email
Mrs. Alice O’Riordan	Deputy Headteacher – Behaviour and Standards, DSL, Attendance	aor@hsl.gloucs.sch.uk
Mr. Chris Newman	Assistant Headteacher – Curriculum (Teaching and Learning)	cjn@hsl.gloucs.sch.uk
Mrs. Becky Vaughan	Assistant Headteacher – Inclusion & Curriculum Leader for PE and Health & Social Care	rkv@hsl.gloucs.sch.uk
Mrs. Ali Cox	Assistant Headteacher – Community, Enrichment and Personal Development & Curriculum Leader for Humanities	aec@hsl.gloucs.sch.uk
Mrs. Imogen Simms	Assistant Headteacher - Staff Development & Curriculum Leader for English & Literacy	ics@hsl.gloucs.sch.uk



	Heads of House	Email
Mrs. Vicky Bull	Windrush	vab@hsl.gloucs.sch.uk
Mr. George Collins	Lilley Brook	gwc@hsl.gloucs.sch.uk
Ms. Kathrynne Nelmes	Chelt	kan@hsl.gloucs.sch.uk
Ms. Laura Pike	Isbourne	lap@hsl.gloucs.sch.uk

Issue	Who?	How?	Other information
Absence	Attendance Officers	absence@hsl.gloucs.sch.uk	Please contact on each day of illness Absence known in advance requires you to complete a form We do not authorise absence for holidays
Pastoral Tutor (wellbeing)	Miss. Sally Freeman & Mrs. Julie Edwards 7CH Mrs. Gemma Elliott-Squire 7IS Mrs. Katie Donavan 7LB1 Miss. Romy Barrett 7LB2 Mr. Matthew Bunting 7WI1 Miss Eve Gilbert 7WI2	scf@hsl.gloucs.sch.uk jve@hsl.gloucs.sch.uk ges@hsl.gloucs.sch.uk kad@hsl.gloucs.sch.uk rgb@hsl.gloucs.sch.uk mpb@hsl.gloucs.sch.uk ecg@hsl.gloucs.sch.uk	
Academic progress/Homework	Teacher/Curriculum Leader	See website	
Scopay	Mrs. Sue Davies	sed@balcarras.gloucs.sch.uk	Mrs. Davies works between 11am -3pm
Medical information	Mr. Wayne Grant (Operations Manager)	wsg@hsl.gloucs.sch.uk	To complete a Health Care Plan – please fill in this form: https://forms.office.com/pages/responsepage.aspx?id=FJR5uT-ccUSulpUeSPV5GsZ7RM5o-HFFrvKOGFZGhmRUNUVNUlpCS1g4TlkzT0pWMjNRQ0tVWTNMOS4u&route=shorturl
VLE	Mr. Matthew Bunting	mpb@hsl.gloucs.sch.uk	
Catering	Mrs. Steph Moore or Mr Ian Cole	sam@hsl.gloucs.sch.uk ic@balcarras.gloucs.sch.uk	

Values driven

Strive for excellence &
encourage resilience

Participate, work
together and contribute
positively to the
community

Expand our horizons



High expectations

Good manners – respect & kindness, positive relationships

Calm, mature conduct

Smart uniform – door to door

A can-do attitude – positive participation

Young leaders



Work hard and play hard



The High School
Leckhampton

**We are here to help
and advise**

Working together

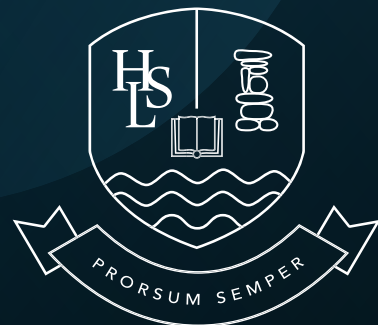




Upcoming key dates

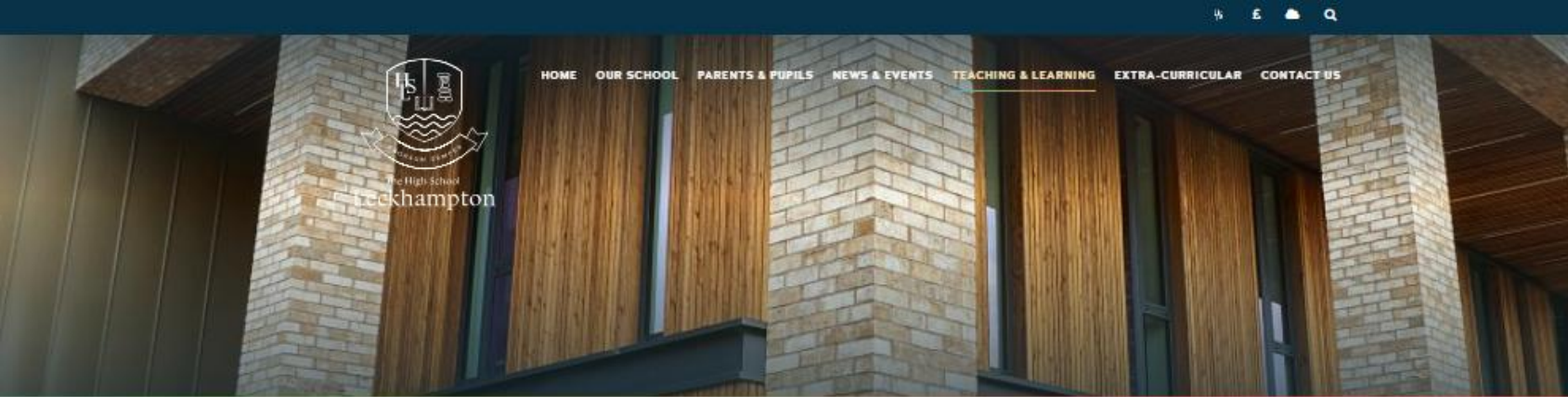
- Friday INSET – school closes to pupils at 12:20
- Friday 19th September Ice Breaker Disco and parent social event
- Thursday 25th September Open Evening – school closes at 13:20 – pupils may have been asked to be helpers on the evening
- Thursday 9th October Parents' Evening with Tutors 4-7pm in the School Hall

Teaching and Learning in Year 7



The High School
Leckhampton





Learning Journeys

They have been added to website under the Teaching and Learning sections and are within each department page.

HOME » TEACHING & LEARNING » SUBJECT INFORMATION » ART

ART



For any enquiries about Art, please contact our Curriculum Lead Mrs G. McAlpine at gma@hslgloucs.sch.uk

Found below, are our Learning Journey documents for each year group outlining the programme of study, our Intent statements, information about how the subject will be taught, how it links with other subjects and how parents can support students to be successful.

Click to view as a download.



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[MODERN FOREIGN
LANGUAGES](#)

[MUSIC](#)

[PHYSICAL EDUCATION](#)

[RELIGIOUS EDUCATION](#)

[SCIENCE](#)

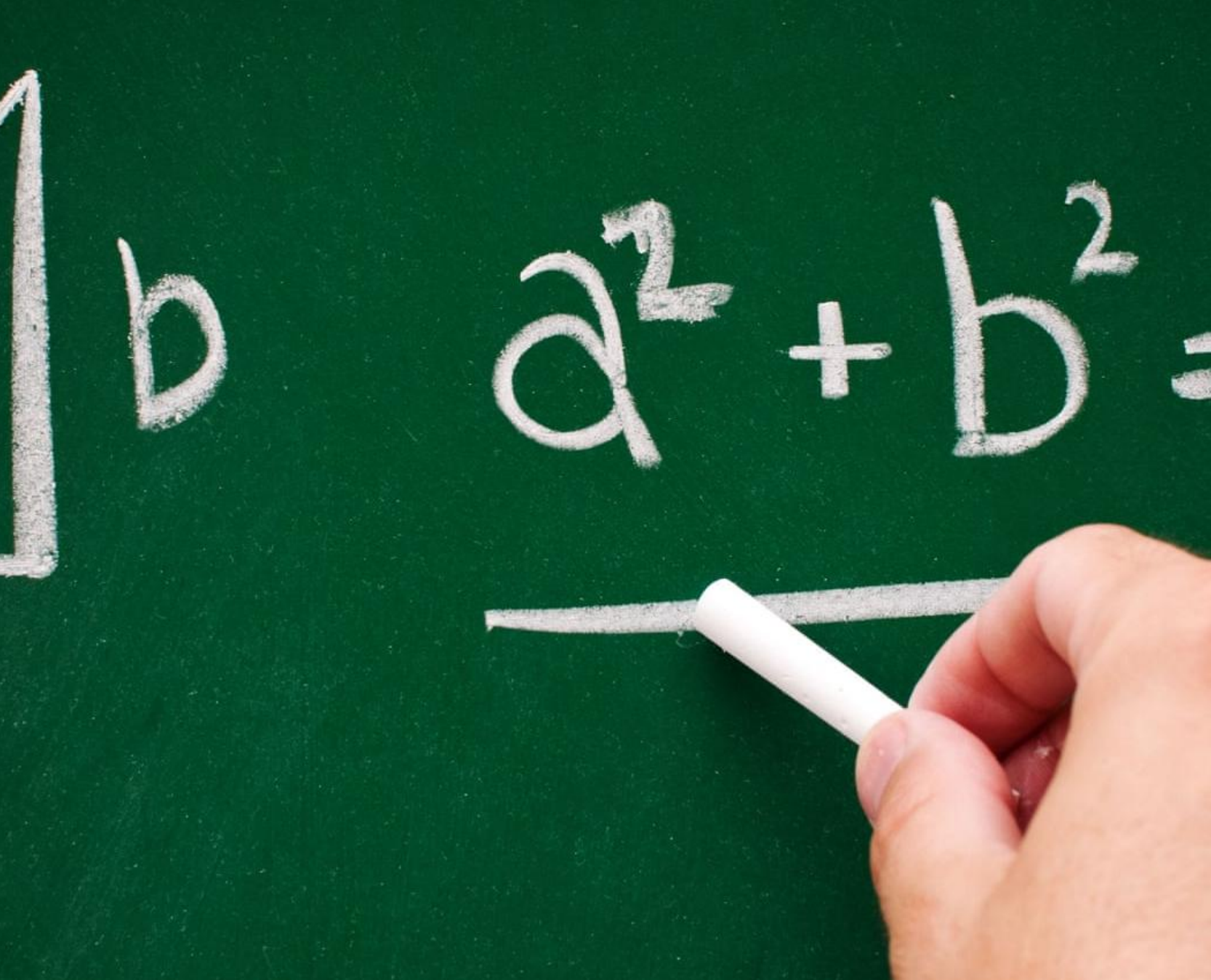
LATEST NEWS

Curriculum Mapping

Each department has spent time creating Curriculum Maps for their topics. These are an important development as they have meant Curriculum Leaders have had to consider the 'Intent' of their Schemes of Learning, how this fits with prior knowledge and is sequenced to fit with later study at Key Stage 4.

Links to British Values, Careers, Eco-schools and the RRSA award are important and therefore given prominence on these documents.

Subject: Geography Module/Theme: Geographical Skills – How do I use Maps? Topic Outline & Aims (Intent) To give students a clear understanding of how to use Ordnance Survey maps that students will learn through this topic will be applied education and beyond. The skills will allow students to come about place using a range of different maps. In this topic study where data is applied to maps digitally to aid understanding.		Subject: Geography Module/Theme: What is my place within the United Kingdom? Topic Outline & Aims (Intent) To give students a contextual understanding of their country and local environment, to create a platform from which to understand their place in the world. This is the first of a 3-part theme, which will expand to 'My place in Europe' at the start of Y8 and 'My place in the world' at the start of Y9. Together, these topics will continuously ground our students and allow them to explore the concept of place within Geography and feelings of belonging.	
Key Skills and Knowledge taught through this topic: (Intent) Students will be taught a range of mapping skills in this topic manner. Beginning with a recap of using grid references (both contours to understand the relief and gradient of slopes, and deciphering the meaning of map symbols. Students will begin to understand the meaning of place.		Key Skills and Knowledge taught through this topic: (Intent) Students will be taught a range of skills in this topic, introducing them to climate graphing, choropleth mapping, and how to analyse data so that they can draw conclusions using evidence. Students will be taught the difference between Human and Physical Geography, to help them understand the natural and built environments of the UK. We consider the climate of the country, the impact of migration on everyone, look at how the UK is administered politically, and students have chance to revisit the key landscapes of the UK.	
Prior Learning: (Context) KS2: Geographical Skills Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		Prior Learning: (Context) KS2: Locational Knowledge - name and locate the world's seven continents and five oceans, name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Place knowledge - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.	
Future Learning: (Context) KS3: Map skills are embedded throughout the Geography curriculum with maps used in all lessons. Skills are consistently reinforced to ensure proficiency.		Future Learning: (Context) KS3: Place theme throughout KS3 will ground student's place identity.	
RRSA Links: 6 – Life, Survival and Development (Map skills may be needed in a life/death situation) 28 – Right to an education.		RRSA Links: 7 – Name and Nationality 8 - Identity	
British Values Links: Use of GIS to understand differences between communities in the UK.		British Values Links: What does it mean to be a UK resident? Who are the British?	
Eco Schools Links: Map and navigation skills help to promote walking over driving, which is helpful for the environment.		Eco Schools Links: Importance of protecting natural landscapes.	
Assessment of Learning Students will be assessed to complete a climate graph. They will be expected to use a gradient, use accurate geographical features.		Assessment of Learning: (Impact) Students will be assessed on their ability to complete a climate graph. They will be assessed on their place knowledge of the country. They will have an end of topic test which acts in a summative manner to understand student knowledge retention of key ideas. Students will be required to analyse a contemporary issue – Migration.	
Reading / Enrichment https://kids.nationalgeographic.com/geography/countries/article/united-kingdom https://www.geoguessr.com/seterra/en/vgp/3146 - Map Game for English counties https://www.geoguessr.com/seterra/en/vgp/3248 - Map Game for Physical Features https://www.geoguessr.com/seterra/en/vgp/3105 - Map Game for British Towns and Cities.		Key Vocabulary: (Literacy) Population Sparsely Densely United Kingdom Climate Weather Migrant Refugee Asylum Seeker Relief Rainfall Ocean	
		Numeracy Opportunities: How to create and use graphs – especially dual axis graphs. Data analysis skills – including manipulation of data.	
		Career Links: Politician (local or national) Civil Service Environment Agency Town Planner	



Maths

Assessments are due to take place soon.

This will produce scores, which will be combined with KS2 SATS Maths scores to help us choose sets for Maths.

In each half of the year group, there will be 2 sets – one top set and the rest mixed ability.

These are not fixed and students can be moved, but this will be on the basis of teacher assessments over a longer period of time and will be reviewed so that it causes minimum disruption.

Word Glossaries

Every student is given a word glossary at the start of each half term, with a carefully curated list of key terminology with definitions.

Students are expected to carry them at all times and have them with them in lessons.

Use of the key vocabulary (Tier 3 – subject specialist language), is encouraged within discussions and in assessments.



Topic Glossaries – Year 7

English: *Persuasive Writing*

Key Word	Definition
<i>Non-fiction</i>	A piece of writing that is based on facts and real life rather than a made up or fictional story.
<i>Describing</i>	Give a detailed account in words.
<i>Informing</i>	Give someone facts or information; to tell.
<i>Persuading</i>	Induce someone to do something through reasoning or argument.
<i>Persuasive techniques</i>	Techniques used to induce the reader to agree with your point of view.
<i>Rhetorical questions</i>	A question asked in order to create a dramatic effect or to make a point rather than to get an answer.
<i>Repetition</i>	The repeating of a word, phrase or idea.
<i>Hyperbole</i>	Exaggeration.
<i>Emotive language</i>	Language meant to create a specific emotion.
<i>Tripling</i>	The use of a word, phrase or idea 3 times.
<i>Direct address</i>	Directing the speech at the reader.
<i>Personal pronouns</i>	Used in place of the noun e.g. 'you' or 'me'.
<i>Statistics</i>	Evidence based on numbers.
<i>Facts</i>	A statement of truth.



Topic Glossaries – Year 7

Maths: Toolkit Lessons

Integers	Whole numbers with no decimal places eg. 72
Decimals	Numbers that include tenths, hundredths and thousandths etc. eg. 7.324
Column multiplication	A written method for multiplying 2 integers
Short division	Commonly known as bus stop division. Used to divide 2 numbers
Square numbers	The result of multiplying a number by itself eg. $2^2 = 9$
Square root	The inverse of a square number. The number that needs to be multiplied by itself to make a given value. eg. $\sqrt{9} = 3$
Cube numbers	The result of multiplying a number by itself twice eg. $2^3 = 2 \times 2 \times 2 = 8$
Cube root	The inverse to a cube number. The number that needs to be multiplied by itself 3 times to make a given value. eg. $\sqrt[3]{8} = 2$
Negative numbers	Numbers that are less than zero, these can be integers, fractions or decimals.
Order of operations	The method needed to carry out multi-operational calculations. eg. $8 + 2 \times 5 = 2$
Rounding	Making a number simpler but keeping its value close to what it was. eg. $72.8 \approx 73$
Estimation	The resulting value when you used rounded numbers in calculations. eg. $31 + 68 \approx 90 + 70$

KEYWORD
GLOSSARY

AUTUMN
TERM



YEAR 7

Homework

Grace period for first 2 weeks.

Please monitor from a parent perspective that it is being done using the VLE.

Please contact the school (tutors or Curriculum Leaders) if work is becoming overwhelming or taking longer than it is supposed to.

Can you find a quiet space for students to work?

We suggest that students use a quiet space without music/TV distractions. Good habits need to be formed.

Homework club is available for students to use at lunchtimes and 'Study' is available after school (Tues/Weds/Thurs each week).



Hazard Task

- Task Overview
- Task Responses

Details

Title
Hazard Task
Set Date
Thursday 4th September 2025
Due Date
Friday 5th September 2025
Students
11A/G.1
Show In Markbook
Yes
Show to Parents
Yes
Show to Students
Yes

Assessment

File Required
No
Task Assessment Type
Feedback Only

Attachments

No attachments

Description

Dear all,

Welcome back.

1st job - make sure you bring in the summer write up of your trip to Cheltenham.

2nd job - use the map of the world that I gave you earlier - stick it into book.

I would like you to describe in your own words which hazards affect the various continents of the world. Work systematically around the world so that you cover each continent. Be detailed, so don't say that Hurricanes affect all of the USA when they actually only impact the East coast and Florida in particular.

Use the choropleth map in the background to decide which of the countries are the most hazardous to live in. Identify 5-6 which are dangerous and then also look at where is the safest too.

I'd expect this to be detailed annotations around the map - not brief bullet points.

Lovely to see you all today,

Mr N

Progress

0

Marked

0

Handed in

30

Total

SEND REMINDER

MARK NOW

☒ Send all feedback and marks for the task at the same time.

☐ Send feedback and marks as you add them.



Virtual Learning Environment (VLE/Firefly)



Planners

Used to record key information by students
e.g. reminders about homework

We ask students to place them on desks during lessons to help us understand if they need any help/support.



Target Setting & Monitoring Progress

The goal is for all students to make excellent progress – we will set targets for students in the Autumn term of Y7

We will primarily use their Key Stage 2 SATs data

Target grades will be aspirational yet achievable and will be shared with parents and students later in the term.

Progress within Key Stage 3 is shown by a student consistently achieving the same grade

Can be refined as they progress through school, with teachers able to increase targets to reflect individual strengths

Will be ambitious (Fischer Family Trust 5) for the end of Y11.



The image shows a comparison chart titled 'GCSE Grading' from the Department for Education. It compares the 'New Grading Structure' (grades 1-9) with the 'Old Grading Structure' (grades A*-G). A horizontal line separates the 'Standard Pass' (grade 4) from the 'Higher' grades (5-9). The 'Standard Pass' label is on the left, with an arrow pointing to grade 4.

GCSE Grading	
New Grading Structure	Old Grading Structure
9	A*
8	A*
7	A
6	B
5	B
4	C
3	D
2	E
1	F
1	G
U	U

Reporting Progress

Face to face reporting

Meeting with tutors

9th October 2025 – in person

Parents' evenings

19th March 2026 – in person

Written reporting

Interim 1 – effort grades – issued 17th
October 2025

Interim 2 – effort, targets and progress
issued 29th January 2026

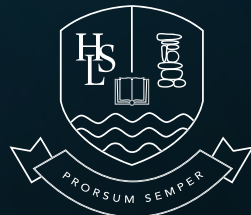
Full report – effort, progress and written
comments from all teaching staff. Issued
16th July 2026

Effort is highly valued at The High School Leckhampton and is measured using 1*, 1, 2, 3, 4.
Students are rewarded at the end of the year for consistently achieving 1 and 1* effort
measures through the year



Some suggestions for how can parents support learning

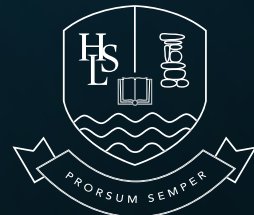
- Insist on routines to ensure students are well-prepared for school and for homework.
- Hold students to appropriate bed-times.
- Praise achievement and reinforce school messages around this.
- Discuss learning at home – what have they been studying that day?
- When assessments are upcoming, give gentle nudges to prompt preparation.
- If possible, support learning by taking students to places e.g. museums/galleries.
- Insist that students continue to read as they have done at primary school.
- Ensure students bring a reading book to school every day.
- Quality check homework – are you happy it has been done to a high standard?
- Talk about contemporary affairs at dinner, watch news with students. Ask their opinions – this will encourage strong oracy skills.
- Engage with parents' evenings.



The High School
Leckhampton



HSL – A Reading School



The High School
Leckhampton

- ✓ Reading is at the heart of our day-to-day life
- ✓ Curriculum content is planned around reading
- ✓ Pupils will read during tutor time and in lessons
- ✓ Our LRC is stocked with pupil-choices and constantly growing
- ✓ Literacy toolkit sessions are designed to support and progress the skill of reading for pupils who require it
- ✓ Reading assemblies once per term
- ✓ Annual visits to Cheltenham Literature Festival
- ✓ Author talks and workshops

Reading at HSL

Why is reading so important?

- ✓ PISA data consistently shows that engagement in reading is strongly correlated with reading performance and is a mediator of gender and socio-economic status.
- ✓ Such knowledge (from reading) eases their access to the whole curriculum. Higher performances in mathematics has been found.
- ✓ The whole curriculum matters in developing pupils' reading comprehension, because good comprehension depends upon knowing a lot.

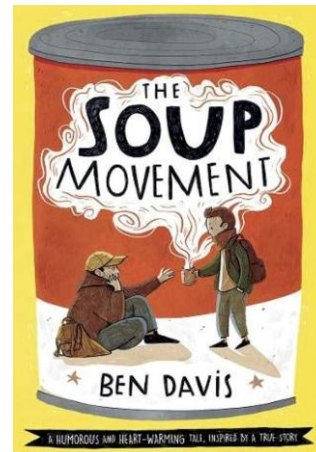
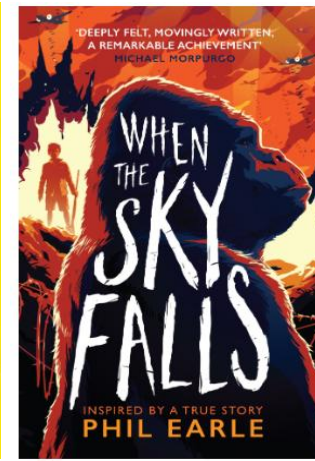
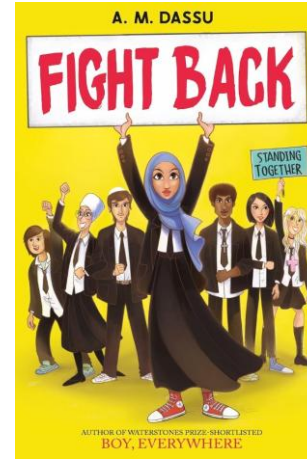
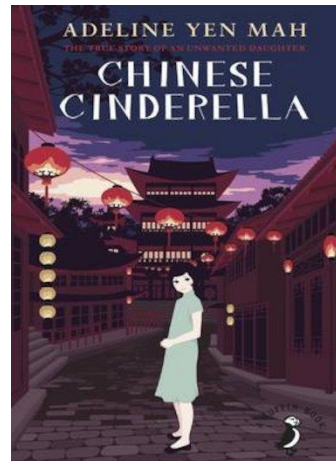
The Reading Framework, July 2023

Tutor Reading Programme

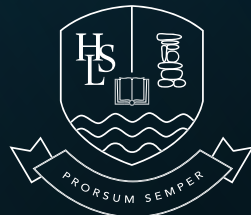


During 2 tutor time sessions per week, the tutor group will read a selected book. Every child will have their own copy of the book to follow along in whilst the tutor reads aloud to them. This allows for all pupils to have fluent reading, correct pronunciation and intonation modelled to them on a regular basis.

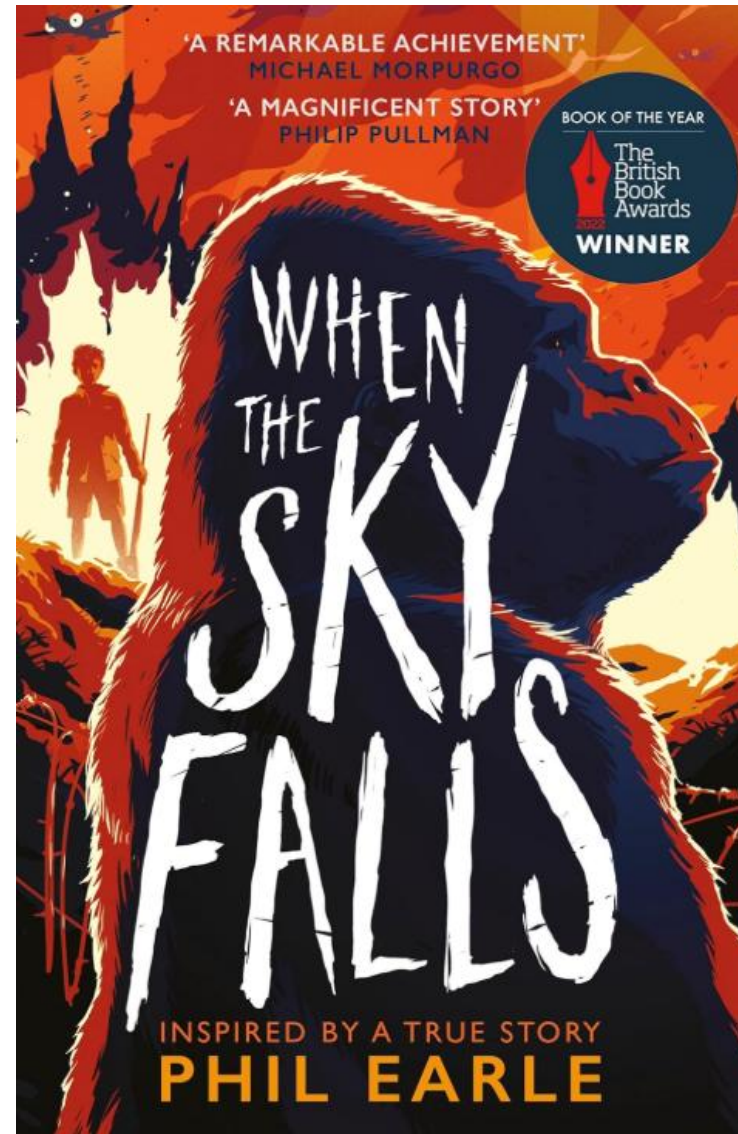
The books have been selected to expose pupils to a range of genres, contexts and topics. HSL pupils have had an influence of the books we have chosen for this year to ensure that they are reading about topics and themes that interest them.



Year 7 Tutor Reading Programme



The High School
Leckhampton





How can you support your child with their reading?

- **Encourage your children to continue reading:** ensure they have time in the morning/evening to do this.
- **Model good reading behaviours:** ensure you show them that you have time every day with a book. They can't be what they can't see.
- **Continue to read with them:** If you hear them read you can correct pronunciation errors, help with contextual understanding.
- **Book talk:** discuss what they're reading at home and at school. Ask for their opinions and give yours to them, too.
- **Expose them to text everywhere:** use subtitles, read newspaper articles together, look at information boards when visiting a new place.

Special Educational Needs



- We are all 'The SEND team' and we are ambitious for and inclusive of all students
- Pupil passports outline key provision for students to access their learning
- Parents and Pupils encouraged to attend review meetings for My Plans at key points in the year
- Coffee and a Catch up – a chance to meet other parents of pupils with SEND
- Please don't hesitate to get in touch – jee@hsl.gloucs.sch.uk

Pupil Passport - Jono School 9

Jill Basra
Date of birth: 20/10/99
Pupil ID: E83320002000
Year group: 11
Teacher group: 11F

Dear: JON 11-1
Teacher: Mr Example Teacher

Important activities and hobbies

- I go to Computing club at lunchtimes with Mr Davies
- I like to build Lego robots and test them out.

Dislikes

- Having to read out loud in class
- When people use my stuff without asking first.

Favourite lessons

- I like ICT because we get to do make computer games
- I like maths because I enjoy working with numbers

Likes

- Playing football with my friends
- I have started to learn guitar at home

Important people in my life

The most important people in my life are my mum and dad.
I have two dogs called Rocco and Mollie who I like to take for long walks.

How I want to be supported

I like to have clear written instructions.
I like to know what the plan for the lesson is.

How to difficult to:

- Explain exactly how I am feeling.

I would like you to know that:

I enjoy school and want to work hard so I can get a good job.



The House System - Pastoral Care is the core of HSL!



Chelt – Ms Nelmes

Isbourne – Mrs Pike

Lilley Brook – Mr Collins

Windrush – Mrs Bull



Pastoral support provided by:

- All members of staff
- Tutors
- Deputy Headteacher (Behaviour and Designated Safeguarding Lead) – Mrs O’Riordan
- Deputy Designated Safeguarding Lead – Mrs Vaughan
- School Counsellor – James Mann
- School Nurse
- Individual Learning Department – led by Ms Elcome (SENCO)
- Support Page on VLE/Website/Planner
- Early Help/External Agencies if needed

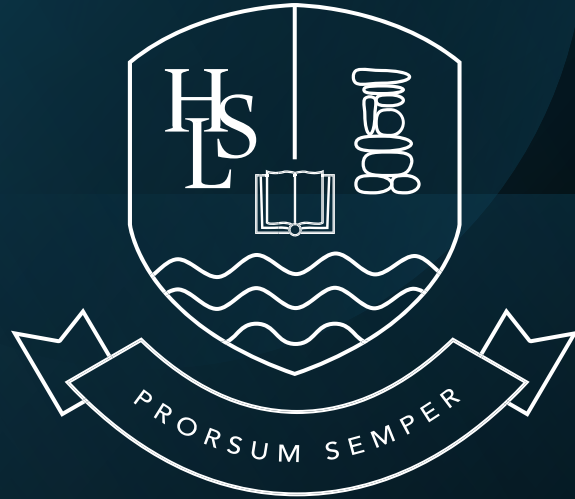
Attendance

- Thank you for sharing our values about the importance of education.
- It is vital that every child can access a full, balanced and rich curriculum. To do this, they must come into school every day.
- We do understand that sometimes children are ill and are not well enough to come into school. However, if your child has a cold or is feeling slightly under the weather, please send them in and we will look after them.
- <https://www.nhs.uk/live-well/is-my-child-too-ill-for-school/>
- Unlike primary schools, if your child has been sick, there is no need to keep them off school for 48 hours. If they are feeling better the following day, please send them in.

What percentages mean in ‘days off’.

Attendance during one school year	Equals days absent	Which is about x weeks absence	Which means this is the number of lessons you miss
95%	9	2	45
90%	19	4	95
85%	29	6	145
80%	38	8	190
75%	48	10	240

HSL Behaviour and Standards:



The High School
Leckhampton

- Calm, orderly, polite school
- Mutual respect
- Students can be themselves
- Trying their very best in all that they do
- Following staff instructions first time round
- Positive Praise is at the heart of all that we do
- Correct uniform and well equipped
- Should a misdemeanour take place in the classroom, pupils will receive one warning. If poor conduct continues, the pupil will receive a sanction. These can range from a break-time, lunch-time or afterschool detention. Other sanctions can include additional work slips, and for significant breaches of the school rules pupils can receive fixed term exclusions.
- Please take some time to read through our school's behaviour policy that can be found on our school website.

Student support pages on VLE

Helplines



Explore STUDENT SUPPORT

STUDENT SUPPORT

Helplines

Understanding Others

Educational Resources

Understanding Yourself

Internet Safety

Young Minds Resources

External Support Services

Young Carers

COVID 19


Mental Health and Anxiety

Mindfulness

Create

STUDENT SUPPORT

STUDENT SUPPORT



"The more that you read, the more things you will know. The more that you learn, the more places you'll go." — Dr. Seuss

The School Nurse

The school nurse is at HSL every other Tuesday lunchtime. These are free drop in sessions for any pupil who feels they need some support or guidance. Located in the pastoral offices no appointment is necessary. Alternatively, a Miss O'Riordan will be very happy to arrange a session for any pupil.

HSL School Nurse - Lauren Keveran

There is a self referral form you can complete if you would like to see the school nurse, this can be found by clicking [here](#) if you do complete this form we would recommend that you let AOR/RKV/MPJ know.

HELP AND SUPPORT

Helplines

Understanding Others

Educational Resources

Understanding Yourself

Internet Safety

Young Minds Resources

External Support Services

Young Carers

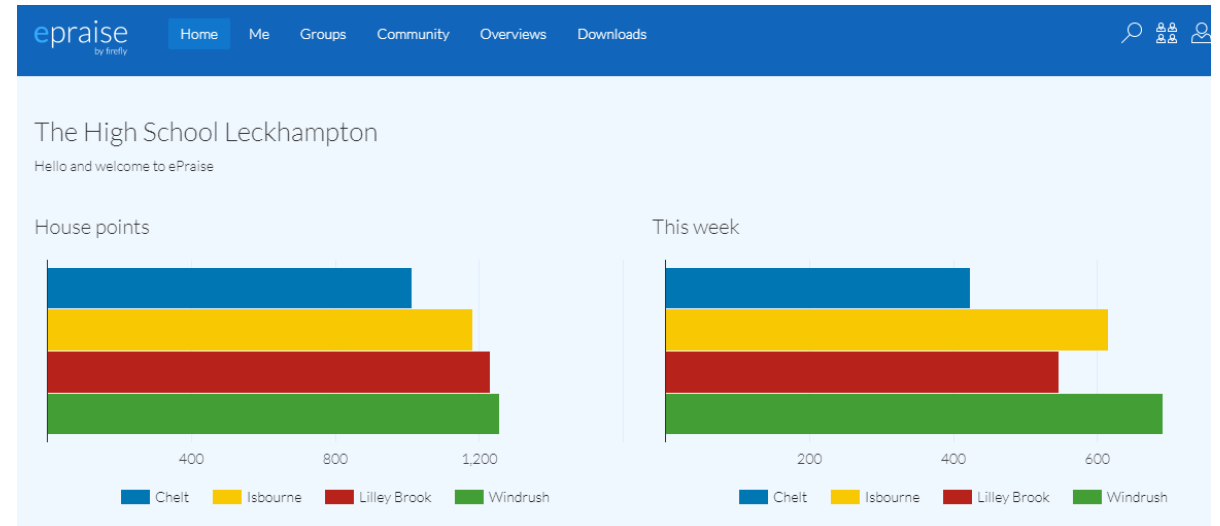
COVID 19

Mental Health and Anxiety

Our central logging system to reward pupils for excellent effort is ePraise. Parents can log in and see what their child is being awarded for.

These points will get added up and we will have an overall winning house at the end of the year for the 'House Cup'.

Please celebrate this with students regularly – as it reinforces the messages from school.



Other rewards

- In addition to ePraise, pupils can expect:
- Reward breakfasts/tea parties
- Certificates
- Emails/phone calls/postcards home
- Trophies for certain events/activities
- Star badges!



Personal Development

- The taught curriculum
- PSHE and RSE
- Enrichment days and Enrichment Week
- The careers programme
- Community events and outreach
- Life Lab
- SMSC
- The Rights Respecting School Award and Eco-Schools Green Flag Award
- Trips and visits
- Assemblies
- Charitable giving



Personal Development – the taught curriculum



Year 7 students have one lesson per fortnight on their timetable, for Personal Development. This lesson is taught by their tutor.

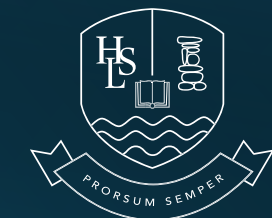
In addition to this, Year 7 students are 'off timetable' for two lessons per term, for 'Life Lab' lessons, where they will explore a Personal Development topic in greater depth, sometimes led by their tutor, or by a visitor from an external organisation.

The Y7 PD taught curriculum

- Forming positive relationships
- Understanding identity
- Healthy and unhealthy relationships
- Managing conflict
- Introducing the idea of consent
- Puberty
- Attitudes to mental health
- Promoting emotional wellbeing and resilience
- Making healthy choices – caffeine consumption and energy drinks
- Dental health
- Looking at the economy
- Discrimination and The Equality Act 2010
- British values
- Appropriate workplace behaviours

Personal Development lessons are linked to the three themes identified in the Government's PSHE and RSE frameworks: Relationships and Sex Education, Health Education and Living in the Wider World. We use materials from a range of sources, including the Government-approved 'PSHE Association'.

Extra-curricular activities



The High School
Leckhampton

Pupil Voice and Leadership Groups:

RRSA Steering Group

Learning Council

House Council

Eco Committee

Clubs:

Wide range available

Participation expected!

Clubs list published on the school website

<div>  Extra-Curricular Activities Terms 1 and 2 (September to December) </div>				
Year/s	Activity	Time	Venue	Teacher
Monday				
Y7	Badminton	8.00am	Sports Hall	WTG
Y7 & 9	Gym and Dance	1.30pm	Activity Studio	RVK
Y10 & 11	Netball Training	1.30pm	MUGA	LAP
Y7 & 8	Football Matchplay	1.30pm	Astro	MPJ/RJG
All	Guitar Group	1.30pm	D4	AP
Y10 & 11	Basketball	1.30pm	Sports Hall	GWC
All	Literary Craft Club	1.30pm	1N7	LCD
All	Eco Committee	1.30pm	GW3	KBK/AAA
Y7 & 9	Homework Club	1.30pm	1W4	ILD Staff
Y10 & 11	Homework Club	1.30pm	1E1	ILD Staff
Y7 & 9	Drama Club	1.30pm	Drama Studio	TAW
All	Science Matters	1.30pm	GW2/GW4	JLC/CAW
All	Macrame	1.30pm	1W1	HH
All	German	1.30pm	1E4	PAC
All	Keyboard Orchestra	3.35pm	1W10	TV
All	Old Pats Rugby	3.35pm	Field	WTG
Tuesday				
Y8	Badminton	8.00am	Sports Hall	MPJ
All	Theatre Critics	8.00am	1N8	TAW
Y9 & 11	Strength and Conditioning	8.00am	Activity Studio	WTG
Y9 & 11	GCSE Music Theory	8.00am	1W10	MPB
All	HSL Voices	1.30pm	1W10	MPB/RGB
All	Philosophy Club	1.30pm	1W1	HH
All	Studio Ghibli Fan Club	1.30pm	1N5	DMD
Y7	Basketball	1.30pm	Sports Hall	MPJ/RJG
Y9	Netball Training	1.30pm	MUGA	RVK
Y7 & 9	Homework Club	1.30pm	1W4	ILD Staff
Y10 & 11	Homework Club	1.30pm	1E1	ILD Staff
Y9 & 10	Football Matchplay	1.30pm	Astro	GWC/WTG
KS4	Turning Pages - KS4 Book Club	1.30pm	1N1	ACR
Y8	Flying Start Challenge	1.30pm	GN3	LEE
KS3	Horrible Histories Club	1.30pm	1W7/1W9	AEC/KAN
All	Orchestra	3.35pm	1W10	MPB
Y10	Showcase Rehearsals	3.35pm	Drama Studio	TAW
All	Science Matters	3.35pm	GW6	GTJ
Y8 & 9	Boys' Rugby	3.35pm	Field	WTG/GWC
Y7 & 8	Girls' Hockey	3.35pm	Astro	LAP/RV/RJG
All	Study	3.35pm	1E1	ILD Staff
Wednesday				
All	Science Matters	8.00am	GW5	JAL
Y10	Strength and Conditioning	8.00am	Activity Studio	GWC
Y9	Badminton	8.00am	Sports Hall	RJG

All	Christian Lunch Club	1.20pm	1W9	Abbie Marsh
All	String Group	1.30pm	1W10	EP
Y7-10	Folk Art Felt Birds	1.30pm	1W7	AEC
All	Scalloploss	1.30pm	GW1	KEG
Y7 & 9	Homework Club	1.30pm	1W4	ILD Staff
Y10 & 11	Homework Club	1.30pm	1E1	ILD Staff
Y7 & 9	Hive Sports (invite only)	1.30pm	Sports Hall	ECB
Y10 & 11	Boys' Rugby	1.30pm	Field	MPJ
Y8	Netball	1.30pm	MUGA	LAP
Y7 & 8	Football Matchplay	1.30pm	Astro	RJG/GWC/WTG
All	Manga Club	1.30pm	1N8	HLC
All	Geography Genius Bar	1.30pm	1W2/1W5	CJN/VAB/ECG
All	British Sign Language	1.30pm	1E3	LPC
KS4	Art and DT Catch Up	1.30pm	DT Dept	DT staff
All	Production rehearsal	3.35pm	Hall	TAW/MPB
Y9 & 10	Debate Club	3.35pm	1W3	WMM
Y9 & 10	Junk Couture	3.35pm	GN2	KAD
All	Boys' Hockey	3.35pm	Astro	MPJ/WTG
Y7 & 8	Boys' Football Training	3.35pm	Field	RJG/GJT
All	Study	3.35pm	1E1	ILD Staff
All	Girls' Football	3.35pm	Field	GWC/W5G
Thursday				
Y10 & 11	Badminton	8.00am	Sports Hall	RVK
All	Cross Country	8.00am	Burrows Field	PJD/MPJ
Y8	Strength and Conditioning	8.00am	Activity Studio	WTG
Y9-11	Senior Choir	1.30pm	1W10	TV
All	Jazz Combo (grade 4+)	1.30pm	D4	AP
Y9	DT Make Club	1.30pm	GN3	GES
All	Zumba	1.30pm	Activity Studio	LW
All	Girls' Rugby	1.30pm	Field	MPJ
Y7 & 9	Homework Club	1.30pm	1W4	ILD Staff
Y10 & 11	Homework Club	1.30pm	1E1	ILD Staff
All	Drop in Table Tennis League	1.30pm	Table tennis tables	JW
Y7	Boys' Rugby	1.30pm	Field	WVC/ANC
Y11	Football Matchplay	1.30pm	Astro	WTG
Y7	Netball	1.30pm	MUGA	RVK/LAP
Y7 & 8	Basketball	1.30pm	Sports Hall	RJG
All	Fantasy Football League	1.30pm	1W6	ON
KS3	National Cipher Challenge	1.30pm	1W8	PJD
All	Jazz	3.35pm	1W10	MPB
Y8 & 9	World Food Club	3.35pm	GE7	LGJ
Y9-11	Boys' Football Training	3.35pm	Field	WTG/GWC/GJT
All	Study	3.35pm	1E1	ILD Staff
All	Dungeons and Dragons	3.35pm	1N2 and 1N1	LPP
Y9-11	Girls' Hockey	3.35pm	Astro	RVK/LAP/MPJ
Y10 & 11	GCSE Drama-Seven Up	3.35pm	1N8	TAW
Friday				
Y7	Strength and Conditioning	8.00am	Courts/Astro	LAP
All	Yoga	8.00am	Activity Studio	RVK
Y11	Badminton	8.00am	Sports Hall	GWC
All	Wind Group	1.30pm	D4	NK
All	Writers' Workshop	1.30pm	LRC	FEH

All	Drumline	1.30pm	1W10	MPB
All	Production rehearsals (acting)	1.30pm	Hall	TAW
All	Chess	1.30pm	1N1	LPP
Y7 & 9	Homework Club	1.30pm	1W4	ILD Staff
Y10 & 11	Homework Club	1.30pm	1E1	ILD Staff
All	Science Matters	1.30pm	GW4	APT
All	Girls' Football Friday	1.30pm	MUGA	ANC
Y9-11	Boys' Football Friday	1.30pm	Astro	MPJ/GWC/WTG
Y7 & 8	Boys' Football Friday	1.30pm	Field	RJG/GJT
Y8 & 10	Gym and Dance	1.30pm	Activity Studio	LAP
All	Video Game Club	1.30pm	1N6	PJD
All	Turning Pages - KS3 Book Club	1.30pm	1N4	ICS
Y7 & 8	Design & Make: a recycled tote	1.30pm	GN2	KOD
KS3	Art and DT Catch Up	1.30pm	DT Dept	DT staff
All	Dungeons and Dragons	3.35pm	1N2 and 1N1	LPP

Community Creativity Knowledge Sport

The HSL PTFA:

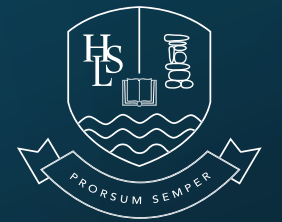
- Provides the second-hand uniform shop
- Supports events throughout the year, such as the school production and Christmas Celebration
- Runs independent events during the school year, to raise money for the benefit of all students

Key PTFA-run events:

- The Icebreaker Disco and Year 7 parent social – Friday 19th September, 7pm
- PTFA Quiz Night – Spring Term
- Summer BBQ - July



PE @



The High School
Leckhampton

1. Lessons
2. Extra-Curricular Sport
3. Fixtures
4. PE Kit

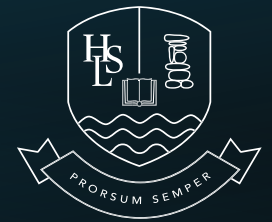
- Mrs. Vaughan
- Mr. Powell-Jones
 - Mr. Gill
 - Ms. Pike
 - Mr. Collins
 - Mr. Gibney

Cross Country, Rugby, Netball, Gymnastics, Hockey, Badminton, Football, Basketball, Athletics, Cricket, Rounders, Tennis, Pickleball & Dance

	PE	Games	Facilities	Extra-curricular	House Competitions
Term 1	Introductory Lesson		Sports hall/MUGA	Badminton Strength & Conditioning Cross Country Rugby Gymnastics/Dance Basketball Football Netball Hockey Yoga Zumba	Cross Country Rugby Netball
	Netball RKV	Rugby MPJ	Field MUGA		
Term 2	Gymnastics & Fitness RKV	Hockey MPJ	Activity studio/Astro		Hockey Gymnastics

- All lessons in Year 7 are Mixed ability and Mixed Gender
- Students will be mixed up each term
- Students are expected to get their kit from their lockers at before AM registration, at Break time or at Lunch time

Fixtures



The High School
Leckhampton



The High School
Leckhampton

Year 7 Rounders v Cleeve

Tuesday 27th June

Leave school: 3.45pm

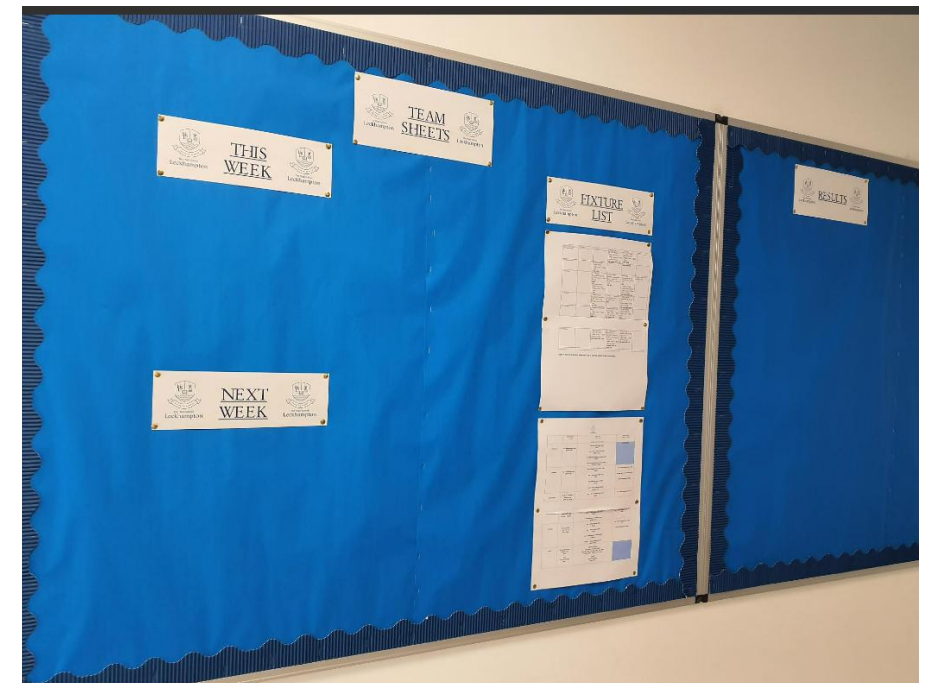
Pick up from HSL: Approximately 5.45pm

Kit Required: PE Polo, Skort/Shorts,
White socks, Trainers, ¼ Zip jumper

<u>A TEAM</u>	
Bowler	Mrs Vaughan
Backstop	Mr Powell-Jones
1 st Base	Mr Gill

**If you are not able to play, please let Mrs Vaughan know as soon as possible.*

Week beginning	Monday	Tuesday	Wednesday	Thursday	Friday
18 th September			8 ABCD Netball v Cleeve @ Cleeve 3.45pm leave – 5.45pm return at school RKV, JVE	7 A and B Hockey v Boscobel @ HSL 4.00pm start – 5.00pm finish MPI, WDR	
25 th September		9 ABCD v Cleeve @ HSL 4.00pm start – 5.00pm finish RKV, AOR		Open Evening	
2 nd October		7 A Netball Tournament @ HSL 3.45pm start – 5.30pm finish RKV		8 A Netball Tournament @ HSL 3.45pm start – 5.30pm finish RKV 7 Rugby, 9 Rugby v Cotswold @ Cotswold 3.30pm leave – 5.45pm return at school MPI, RIG	
9 th October			8 Hockey v Cleeve @ HSL 3.45pm start – 5.00pm finish MPI	7 ABCD Netball v Chosen Hill @ Chosen Hill 3.30pm leave – 5.15pm return at school RKV, AOR	



	Before school 8 - 8.30am	Lunch time 1.25pm - 2pm (Always eat at first break)	After school 3.40pm - 4.45pm
Monday	Year 8 Badminton (RJG) SPORTS HALL	All Years Girls Rugby (MPJ) FIELD Year 7 Mixed Basketball (RJG) SPORTS HALL Year 8 & 9 Recreational Football (ANC) MUGA All Years Gymnastics and Dance (RKV) ACTIVITY STUDIO	Staff Meetings
Tuesday	Year 7 Badminton (RKV) SPORTS HALL	Year 7 Mixed Netball (RKV, AOR) MUGA Year 7 Boys Rugby (MPJ, RJG) FIELD Year 9 Mixed Hockey (WDR) ASTRO Year 8 Mixed Pickleball (HLW) SPORTS HALL	Year 8 Boys Football (MPJ, GJT) All years Girls Football (RJG, RKV) TEAM TRAINING/FIXTURES

Rugby, Netball, Gymnastics,
Hockey, Badminton, Football,
Basketball, Athletics, Cricket,
Rounders, Tennis, Pickleball

Strength & Conditioning, Yoga,
Dance, Cross Country,
Table Tennis



SPORTS MENU

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[Sports & Teams](#)
[Fixtures & Results](#)

[Sports Calendar](#)

[News](#)

[Competitions & Events](#)


[Photos & Videos](#)

[In-House Sport](#)


[Sports History](#)

FixturesResultsNews


16 Sep 2024

 **Rugby Union**
2 Teams v Pate's Grammar School

18 Sep 2024

 **Netball**
Girls-U12B v Cleeve School

24 Sep 2024

 **Football**
3 Teams v Cleeve School

01 Oct 2024

>> More

Sports Calendar

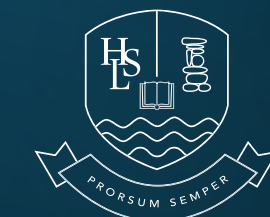
Click a day for more details.

September 2024						
M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

>> Full Calendar

<https://sport.hsl.gloucs.sch.uk/>

SOCS – Software to support the running of fixtures



The High School
Leckhampton

PE Kit



SCHOOL SPORTS KIT

Missing Whole kit, or part of the kit = 1 Kit Mark

1 Kit Mark = Verbal Warning

2 Kit Marks = Lunchtime Detention

3 Kit Marks = Afterschool Detention + Phone call home

Illness or Injury

If your child is injured or ill, please send a note in with them to hand to us at the beginning of the lesson.

Please ensure they have their PE kit with them to avoid their uniform getting wet. They may also feel well enough to umpire/coach.

Thank you

