



Small School. Big Ambition.

Humphrey Perkins School



PROSPECTUS

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Welcome To Humphrey Perkins School

From our Executive and Associate Principal

We are delighted to welcome you to our school. Humphrey Perkins is a hidden gem: nestling in a beautiful Leicestershire countryside and steeped in many traditions. Our school was founded in 1717 as a 'Free Grammar School' and we embrace our history whilst always striving to provide our students with a modern, forward-thinking education. Our aim is to offer a perfect balance of quality first teaching and learning, with a wide range of support for our students, combined with exciting prospects beyond the classroom. We offer an extensive, vibrant curriculum and our students have a wealth of opportunities from which to choose.

Ofsted visited us in April 2025 and we are delighted that we are officially a "Good" school in every area: the hard work of our students and staff has been formally recognised.

Humphrey Perkins School is part of the Lionheart Educational Trust. The Trust's core values of striving for Academic Excellence, whilst relentlessly focussing on the Holistic Development of each student are at the heart of our vision for Humphrey Perkins. The Lionheart Educational Trust also provides extensive support for us as we continue our quest towards excellence: we aim for every student to feel intellectually inspired, well-cared for and challenged.

If you would like to see our school in action, visit our well-stocked library approached through Hogwarts-style corridors, marvel at our expanse of land perfect for sporting fixtures or just see our students working hard, please do contact us.



John Pye
Executive Principal



Della Bartram
Associate Principal



Transition

From primary school to Humphrey Perkins

Our Transition Programme ensures new students feel happy, settled and secure from their very first day.

It is extremely important we get to know every student who comes to Humphrey Perkins School as quickly as possible. Prior to their first day we invest time and resources in understanding each child's personality and abilities, as well as what they like to study, where they excel and where they may need additional support. This enables us to personalise their learning. Where possible we try to visit students in their primary schools in order to speak to the teachers who know them best (outside of home), before they join us.

Induction is carefully planned, with all students joining us in August invited to the school in June. They will take part in learning activities and lessons, meet their Form Tutor and gain a feel for the school. Parents/carers are also invited to 'Afternoon Tea at Humphreys'. This is an opportunity to speak to the Head of Year and sample some of our Restaurant food.

Students with additional needs may also be invited to attend extra small group visits, again allowing for students to feel familiar with our school and staff even before our taster days. Humphrey Perkins values all of its students and our aim is to ensure all students feel confident and supported at this crucial time of transition.

Academic Excellence

Our curriculum is designed to ensure that students have a rewarding and enjoyable experience of school which prepares them for future study at GCSE.

CURRICULUM

We've worked hard with Middle Leaders and the Lionheart Educational Trust to design a curriculum that builds on prior knowledge while stretching learning with new challenges. We have developed a Key Stage 3 curriculum that builds the necessary skills and knowledge for future GCSE success.

ASSESSMENT

In order to ensure that students are making progress we feel it is important to assess regularly and monitor performance. This is achieved through a number of subject assessments carried out throughout the year. The results of these are used to track individual performance and put in any necessary intervention as soon as it's needed. Parents/carers are updated regularly throughout the year through termly data snapshots and Parents Evenings. Parents/carers can also access progress data through our online Beehive portal.



SUBJECT	PERIODS PER WEEK 50 MINUTES
English Language and Literature	5
Maths	5
Science	5
Modern Foreign Languages French or Spanish	3
Humanities Geography, History and RE	5
PD Personal Development	1
Physical Education	2
Design and Technology and Performing Arts Art, Computing, Design and Technology, Food and Nutrition, Dance, Drama and Music	5



“Humphrey Perkins School has high expectations of what all pupils will achieve. It provides a challenging curriculum that is designed well to meet pupils aspirations.”

Ofsted 2025



Our Subjects

CORE SUBJECTS

The core subjects are designed to build on the skills and interests developed at Key Stage 2 and to develop a deeper level of learning that creates the perfect foundation for GCSE and beyond. The diversity of courses also provide all learners with the opportunity to explore a variety of ideas, topics and skills in order to nurture engagement and enthusiasm for their learning and progress.

We have high expectations of all students, regardless of their ability, to ensure that they gain the skills vital for GCSE success.

MATHS

During Year 7, students are encouraged to embed the skills learned within both Key Stages 1 and 2 to gain greater depth and a more conceptual mathematical understanding. Each term a variety of different and new skills will be taught and some topics revisited to keep learning fresh, fun and engaging. Maths will be taught, and investigated by students, in a wide variety of ways which ensures lessons at Humphrey Perkins are exciting and interesting. Students are assessed during the learning process with regular synoptic tests to monitor their understanding.

ENGLISH

In Year 7, we encourage students to cultivate their creativity and enjoyment of literature. Our curriculum is grounded in English Literature because we believe that it is through secure foundations of literary knowledge and experience that children develop the skills and the references to become instinctive readers and writers. Discussion, oral presentations and drama are an important part of English studies, securing and developing understanding and equipping students with the skills to approach the whole school curriculum with confidence. Students are assessed formatively during the learning process.

MODERN FOREIGN LANGUAGES

Students develop confidence and enjoyment in speaking French or Spanish during Year 7. We make extensive use of mini-whiteboards and competitive activities for fast-paced lessons, which enhance students' ability to retain vocabulary and form their own sentences. This allows them to communicate simple information effectively in the target language.

Skills are developed to understand, give and extend opinions on a range of topics and students learn to talk about themselves and their lives. Students are assessed in the four skills - speaking, listening, reading and writing - over the course of the year.



PHYSICAL EDUCATION

A programme which enables students to develop a greater knowledge and understanding of physical activities and the important elements that make a healthy, active lifestyle, is taught in Year 7. Activities covered during the year include: athletics, badminton, basketball, cricket, fitness, football, trampolining, handball, hockey, netball, rugby, striking and fielding games and table tennis.

These activities are assessed through four themes:

1. Acquiring and developing skills
2. Selecting and applying skills
3. Evaluating and improving performance
4. Knowledge and understanding of health and fitness.

SCIENCE

Students explore the world around them in Year 7 engaging in an exciting trust wide curriculum carefully mapped to the Science Key Stage 3 programme of study. This is a very practical based course that develops extremely important 'working scientifically' skills as well as providing the knowledge of scientific concepts required to be successful in the rigorous GCSE Science exams.

Students will study Biology, Chemistry and Physics topics throughout the year, which are then developed in Year 8, constantly revisiting the key 'big ideas' of Science, continually making links and building a deeper understanding.

Students are assessed throughout each unit of work, allowing us to identify any gaps in knowledge or barriers to progress so that we can then put in place any intervention required. After each block of three topics is completed all students undertake a longer end of block assessment so that we can carefully monitor attainment and progress.

HUMANITIES

In the Humanities department, students learn History, Geography and Religious Education. Humanities is the study of actions and consequences as well as the world we live in. Understanding the forces that affect our world help us to become responsible, knowledgeable and empathetic members of society.



HISTORY

Our curriculum is designed to promote a life-long passion for and engagement with History for our students, to make them inquisitive about the past and to provide them with a broad historical perspective, which allows students to view the world with an informed understanding of the past, and to make sense of their place in the world.

Our curriculum ensures that our young people have an opportunity to study some of the major upheavals and talking points in 'our island story' by investigating landmark events in English history. Alongside this, students will also have opportunities to investigate key historical events which have affected different countries and cultures, and study non-European perspectives as part of their core History curriculum.

GEOGRAPHY

We believe that students should have a sound understanding of the world that they live in and understand how our physical and human world interlink knowing that human action can have both a positive and negative impact on the physical environment. We want our young people to be prepared with the knowledge, skills and understanding to make sense of their world and to face the challenges that will shape our societies and environments at the local, national and global scales.

RELIGIOUS EDUCATION

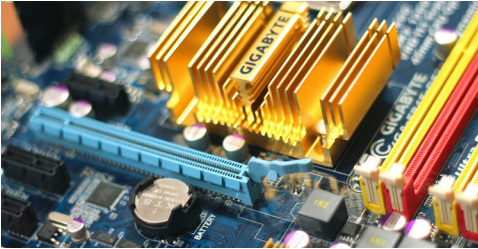
Our RE curriculum aims to develop a passion for learning, including the study of philosophical, ethical, religious and non-religious worldviews. Our curriculum allows our students to enter into a rich discourse about meaning and purpose in life, beliefs, issues of right and wrong, and what it means to be human.

Students are empowered to discover, explore and consider different answers to these questions through an open, enquiring and exploratory RE curriculum.



DESIGN AND TECHNOLOGY

We aim to give all students a wide experience of Design and Technology, providing the tools to develop their skills and knowledge, which will foster a love of creativity along the way. Students will study Art, Design and Technology, and Food and Nutrition.



DESIGN AND TECHNOLOGY

Students will learn to use their creativity and imagination to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.

While learning to take creative risks, students will become resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present Design and Technology, they will develop a critical understanding of its impact on daily life and the wider world.

ART AND DESIGN

Students look at basic techniques, tone and blending, Pop Art and Pointillism across a range of pieces, with access to a wide variety of materials as they create their own pieces of work and explore their preferences.

Skills are developed in drawing, design and painting, and students investigate how different materials work together. Students also have the opportunity to explore a range of artists and designers.

FOOD

Food hygiene, health and safety within a kitchen, basic cooking skills, healthy eating, analysing recipes using sensory description and food labelling, are all part of what students will learn in Food and Nutrition.

Practical activities are a key part of the course and skills are developed through the preparation and cooking of ingredients to create a range of healthy, tasty and nutritious products. Students will learn about the nutritional values of food and the benefits they give the human body.

COMPUTING

Students learn essential concepts and skills in Computer Science. They explore computer systems, studying their components and operating systems. Programming is a key focus, where they gain coding skills in the Python programming language and take part in hands-on programming projects. Students learn how to code websites and operate a relational database using SQL queries. Computer networks are introduced covering topologies, protocols, IP addresses and security.

These lessons foster computational thinking, problem-solving and technical skills applicable to diverse careers. We aim for students to become confident at using technology, students spend time at honing their IT skills by creating and adapting a variety of digital media products such as audio, video, print and web.

DANCE

Students are introduced to the foundations of dance, with the opportunity to explore dance from different cultures and eras. They will focus specifically on developing their knowledge and understanding of composition, using step and gesture patterns, body shape contact work and contrasts in dynamics.

The course also promotes a positive understanding of keeping the body healthy and active and will have the opportunity to work on their own choreography and create a performance.

DRAMA

Our broad and balanced drama curriculum has been designed around the three core areas of drama; Creating, Performing and Responding. This curriculum recognises the role of drama in young people's lives and has been designed to inspire, challenge and motivate every student, no matter what their level of ability. The aim of the curriculum is to foster a love of the subject giving every learner an opportunity to experience the world of the theatre and everything that encompasses it.

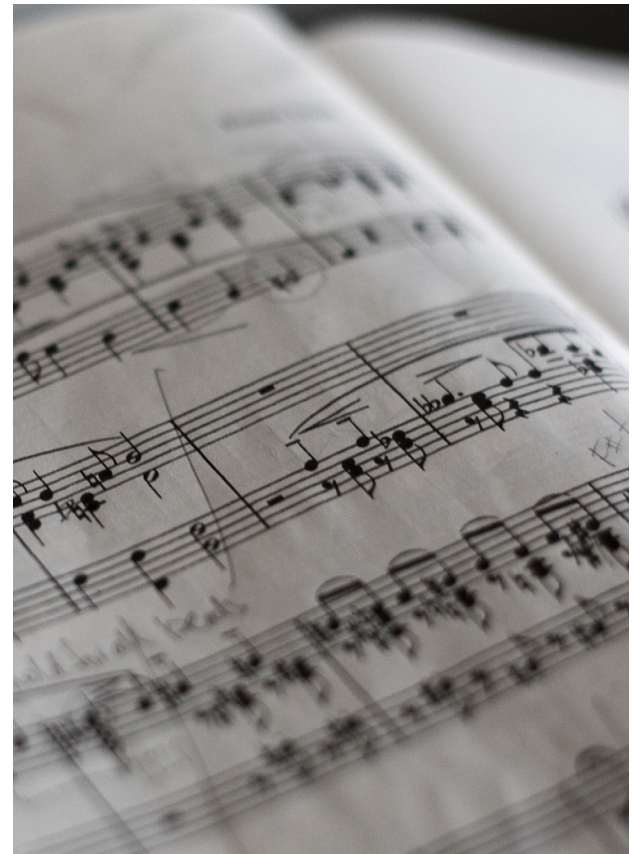
MUSIC

The curriculum at Key Stage 3 focuses on the main skills of performing, composing and appraising, which are covered across a variety of topics from classical to popular and world music. There is a strong emphasis on practical work as well as a solid grounding in the theory of music and listening critically to music.

Students are introduced to a range of instruments and styles of music and encouraged to explore composition, listening, adapting, exploring, persevering, problem solving, thinking laterally and performing. We also encourage students to get involved with extracurricular ensembles, including scratch orchestra, bands, choirs and musical groups.

PERFORMING ARTS

We teach students a range of skills and knowledge in various aspects of the creative and performing arts, including in music, dance and drama.





School Facilities

We are proud of our school which boasts clear open spaces and plenty of natural sunlight, as well as open areas for our pupils to enjoy.

“We’re so lucky to have the large fields and multi-use games area for PE lessons, afterschool sports clubs and to enjoy during break times.”

James, Year 7



TEACHING SPACES AND LIBRARY

Our teaching spaces are designed to ensure students can learn in the best environment possible. Our Science labs are well equipped as is our Library with a range of books and IT equipment.

DINING AND RECREATIONAL SPACES

Students have a range of dining spaces to take advantage of at break and lunch times. For students wanting a sit-down meal our restaurant serves a range of hot food items, salads, sandwiches and snacks. During lunchtimes, students will have the opportunity to involve themselves in a range of clubs and societies to help make new friends and develop extracurricular interests.

SPORTS AND EXTRACURRICULAR FACILITIES

The school offers a range of sports, fitness, theatre and music facilities so that students can pursue their interests beyond the curriculum.

OUTSIDE SPACE

Our school is located in beautiful grounds, with lots of green space and an additional sporting field opposite, allowing us to host a range of sporting and school events.



Transition

We have a clear set of beliefs that drive our school: everyone works together to make the school a learning community where everybody is valued.

HOLISTIC DEVELOPMENT

We pride ourselves on making sure that our school not only offers the best academic opportunities, but is also able to provide a pastoral system which focuses on safety, wellbeing and enriching student educational experiences so that young people are able to succeed. Every young person is a valued individual and we have the environment for them to soar and go beyond their expectations; parents/carers are safe in the knowledge that their child will be nurtured to thrive fully.

TUTOR SYSTEM

Students will join a tutor group where they will have a designated tutor working with a supportive Head of Year. A key part of the tutor's role is to ensure that each child feels settled into Humphrey Perkins and to be the first point of contact for parents/carers. Students will be placed with many of their friends in tutor time; however, we also believe it is important that students are encouraged to form new, positive relationships with their peers. Tutor activities such as weekly quizzes and discussions will support this. Tutoring will also focus on helping to raise student aspirations and develop an understanding of future education and career pathways.

ATTENDANCE

Research shows that even a few days of absence can have a negative impact on a student's performance, so it is vital that all students aim to have excellent attendance at school. When a child is absent, parents/carers should report it as soon as possible. We operate a robust system where if a student is absent, we inform parents/carers by phone call, text, or email. This ensures students are accounted for and kept safe.

CONDUCT

We set high standards at Humphrey Perkins and believe that it is vital that students show respect and a positive attitude. The school has a strong behaviour management and rewards system. We want to reward and praise students as much as possible for their achievements and excellent conduct; however, if necessary, we will intervene when behaviour is not exemplary.

UNIFORM

Uniform helps our students feel a sense of pride and belonging to our school community. All students are expected to be neat and tidy in their appearance and to wear school uniform in school, on the journey to and from school and on school occasions (unless otherwise instructed). Our school uniform is smart, attractive, easy to obtain and good value.



SCAN HERE FOR
UNIFORM AND HOW TO
ORDER



Enrichment

At Humphrey Perkins, we pride ourselves on supporting students academic and personal progress through a strong curriculum and a number of enrichment opportunities.

Every young person is a valued individual and we want to create a platform for them to go beyond their expectations; parents/carers feel safe in the knowledge that their child will be encouraged to be everything they want to be.

Extracurricular activities as diverse as sport, the arts, classics, and languages offer students the chance to work with peers, challenge themselves and find new interests. Trips and excursions, visiting speakers and careers support start students thinking about life beyond school and encourage aspiration. Our Year 7 students also enjoy participation in whole school drama productions, sports teams, and design exhibitions.

“I really enjoy taking part in the whole-school annual show. It helps develop essential life skills such as public speaking and team work. It also leads to many social opportunities and unexpected friendships.”

Year 7 Student



EXTRACURRICULAR ACTIVITIES

Humphrey Perkins offers a wide range of extracurricular activities in all key stages to help enrich the students' experience and inspire them to explore their passions.

Below is a sample of extracurricular activities that have been organised previously. Our extracurricular calendar is very much organised around student interests. Having a large staff body means that if students are passionate about something we can usually find a member of staff who is too and who is able to cater for their needs.

- Art Club
- Badminton
- Band Jam
- Basketball
- Chess Club
- Craft
- Cricket
- Debate
- Digital Games
- Football
- Lego Club
- Maths Challenge
- Music Tech
- Netball
- Orchestra
- Performing Arts Club
- Pride
- Reading for Pleasure
- School Newspaper
- Sign Language
- School Play
- Textiles
- Vox Pops Choir
- Warhammer
- Science Club



Our Pledge

Our curriculum is designed to ensure that students have a rewarding and enjoyable experience of school which prepares them for future study at GCSE.

At Humphrey Perkins, we are determined to ensure student success is at the core of all our work. We provide a vibrant and engaging curriculum which promotes a love of learning and prepares young people for the next steps in their lives. Students' success lies at the core of all our planning. We are aspirational, bold and ambitious for our students' futures.

OUR PLEDGE ENSURES THAT WE WILL:

- Ensure that every young person feels safe, happy and valued, so that they can have academic and holistic success regardless of their background.
- Provide a pastoral structure consisting of well-trained and caring staff who know every student individually and who every student knows and trusts.
- Teach engaging, challenging and creative lessons which foster a love of learning, promote leadership and clear preparation for future study.
- Offer targeted paths for learners in order to help our young people develop their individual talents, whether this be in Sports, the Arts, Science and Technology, Humanities, Maths, Enterprise or Languages.
- Seek to guarantee our young people know the necessary steps to be successful by providing comprehensive guidance on appropriate courses and apprenticeships which feed into the career paths they wish to follow.
- Have a wide range of extracurricular opportunities, including charity events, and residential trips, to support with personal development and allow for young people to learn outside of the classroom.
- Maintain a consistent dialogue with parents/carers, ensuring that we work in partnership to allow our young people to flourish and be ready for the challenges and opportunities offered in the wider world.



Our Philosophy

We believe every learner has the right to an outstanding education and can be successful regardless of their background.

Humphrey Perkins is an incredibly caring school. We are so proud of our students and staff and support them in so many different ways.

At the heart of our approach to education are the '4Rs' which underpin everything we believe:

RESILIENCE

Persevere, stick at it even when it's difficult and embrace challenge.

RESOURCEFULNESS

Having the confidence to search out answers in new ways and to help you to be imaginative.

REFLECTIVENESS

Organise your work, reflect on what you have done well and what to do to improve.

RECIPROCITY

Knowing that you can work independently as well as collaboratively.

Through promoting these core values we believe we can help equip our young people to not only succeed academically, but also socially, spiritually, and culturally.

We understand that it is not only GCSE grades that help our young people achieve their dreams, whether this be for further study, work or apprenticeships, but how they have developed as a whole whilst they are with us. This is why we invest in developing our young people by ensuring they adopt the 4Rs. We believe these four characteristics will ensure our students enter the work place as confident individuals who can face the challenges ahead of them with a positive mindset and an everlasting willingness to learn.

Admissions Process

Humphrey Perkins welcomes applications from pupils across the city and county.

We hope that as you have read this prospectus, you have been able to appreciate a sense of our excitement and passion for education. We welcome applications from students across the city and county; indeed we have a significant number of applications from outside the catchment area.

It is important to stress that whilst Humphrey Perkins is an independent state funded academy, we have commissioned Leicestershire County Council to manage and administer the application and appeals process.

ADMISSIONS PROCESS

Full details of the admissions process, including contact details for submitting your application, can be found on our website.



SCAN
HERE FOR
ADMISSIONS
PAGE



Apply for school place by **31st October** on local council website.



Results given in early March on Council website.



Access by signing into your online admissions account.

If you are not happy with your child's school allocation, you may appeal via the council.

OR

Accept your child's school allocation on the council website.



CONTINUE YOUR JOURNEY

WITH LIONHEART EDUCATIONAL TRUST

CEDARS MARTIN SIXTH FORM, BIRSTALL, LEICESTERSHIRE

Cedars Martin Sixth Form offers pupils a range of A Level subjects so that they can pursue their passion further.

Pupils in the sixth form are taught by expert teachers in small groups where they will be supported and challenged to make rapid progress and meet exacting high standards. Our well-resourced Post 16 hub, with fantastic facilities and excellent resources, allows pupils to make the most of their educational experience. Pupils do exceptionally well and the provision has been noted as a particular strength by OFSTED.

Our Post 16 provision is committed to the holistic development of each pupil. Personalised learning and pastoral care is at the heart of the school and opportunities for work experience, local and international trips and volunteering projects broaden the opportunities available to our pupils after their A Levels. Our student support team build strong links with the pupils' home, ensuring that there is support and understanding from all involved in the A Level journey. Moreover, we believe learning in familiar settings, with staff that our pupils have worked with before, makes the transition from GCSE to A-Level smoother. Our partnership with local businesses and universities also mean that the sixth form provides a strong foundation for our pupils' next steps in to further education and the workplace.

By knowing each pupil, Cedars Martin Sixth Form works to instil confidence so that students make the most of their higher educational journey.

For more information please visit www.thecedarsacademy.org.uk



**CEDARS MARTIN
SIXTH FORM**
Lionheart Educational Trust

BEAUCHAMP CITY SIXTH FORM LEICESTER CITY CENTRE

Beauchamp City Sixth Form, based in Leicester's City Centre, aims to inspire, educate and empower students through a traditional, academic curriculum so that we may instil a life-long love of learning.

With a focus on the core traditional A-Level subjects, our goal is to create aspirational and well-rounded individuals who are ready to pursue higher education with the most prestigious universities and providers; regardless of their individual backgrounds.

We are excited by the prospect of delivering a new and unique approach to sixth form education in Leicester City and hope you will join us on our journey to excellence.

For more information, please visit:
www.beauchampcity.org.uk



**BEAUCHAMP CITY
SIXTH FORM**

Lionheart Educational Trust





Humphrey Perkins

www.humphreyperkins.org.uk

Tel: 01509 412 385

Hire Facilities

Humphrey Perkins boasts an extensive range of facilities which are available to hire to the community outside of school hours. Facilities include sports courts and pitches, a Hall with a traditional raised stage, a large dining space and numerous meeting rooms. Facilities users can make use of a dedicated community entrance which is easily accessible. More information, including facilities at other Trust schools across Leicestershire, can be found at:

www.lionhearttrust.org.uk/venuehire



HUMPHREY PERKINS SCHOOL

Lionheart Educational Trust



Our Trust

The Lionheart Educational Trust was founded in April 2014 in order to establish a foundation for the improvement and enhancement of educational provision in the East Midlands.

Our aim is to provide a range of educational experiences that are challenging, equitable, enjoyable and are able to break down any barriers so that all can succeed. This involves seeking to create lifelong learners and offer outstanding provision for our 4-19 year olds.

Our educational mission is simple; To empower every person from every background to unlock their future and thrive in a competitive world. The Lionheart Educational Trust is committed to supporting young people to open doors to their futures and to feel confident that they can thrive in a competitive and ever-changing world.

We pledge this commitment through limitless enthusiasm and optimism to provide a platform for each young person's light to shine brightly. To fulfil our pledge, we commit to the 3Ps: Pupil-Centred, Positive and Professional. We know that promoting this positive and proactive approach that celebrates success unites school communities and breaks down barriers to learning.

As our journey continues, we believe that it is our moral imperative to continue to work closely with a range of educational providers so that as many young people can benefit from the high educational standards we set ourselves. For more information, please visit our Trust website at: www.lionhearttrust.org.uk



LIONHEART
EDUCATIONAL TRUST



**“THERE ARE WARM
RELATIONSHIPS BETWEEN
PUPILS AND STAFF.”**

OFSTED 2025

HUMPHREY PERKINS SCHOOL

Cotes Road, Barrow Upon Soar,
Loughborough, Leicestershire LE12 8JU

 01509 412385
 office@humphreyperkins.org.uk
 www.humphreyperkins.org.uk
 @HumphreyPerkins
 [HumphreyPerkinsSchoolBarrow](https://www.facebook.com/HumphreyPerkinsSchoolBarrow)



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