



HENHURST RIDGE

PRIMARY ACADEMY

Prospectus

18/19

Please note the school prospectus is still under development. A full prospectus will be released shortly.

Vision and Educational Experience

Mission

We are currently on an exciting journey, developing our mission statement. This will be closely aligned to the Trust's, to provide 'Exceptional Opportunities for Learning'.

Inclusion

Henhurst Ridge Primary Academy is committed to providing an appropriate and high quality education to all. We believe that every child is unique and all pupils have a common entitlement to a broad and balanced curriculum integrated into all aspects of Academy life. We ensure that pupils of all abilities have the opportunity to flourish.



Admissions and Applications

Our admissions policy is available on our website at: www.henhurstridgeacademy.org

Organisation

Our Academy is a Primary school, organised into three key stages:

- Early Years Foundation Stage (EYFS) children in our Reception classes and in the second year of opening, a Nursery.
- Key Stage 1 (KS1) — refers to children in Years One and Two.
- Key Stage 2 (KS2) — children in Years Three, Four, Five and Six.



Assemblies

Assemblies are an integral part of our Academy life. Each day the children come together, either as a whole school or class to sing, celebrate good work and reflect. Parents do have a legal right to ask for their child to be withdrawn from religious activities, including collective worship.

Uniform

Our uniform, worn by all the children, will be a distinctive feature of Henhurst Ridge Primary Academy. We place an emphasis on maintaining high standards of dress and appearance because we believe it encourages the children to take pride in themselves and their Academy. We therefore ask parents to ensure that their children always wear the correct uniform and that it is clearly labelled. Children also need to wear the appropriate kit during PE lessons.

Exact details of uniform will follow soon. Please check our website regularly for further details.

Our Curriculum Structure

Teaching and Learning

In line with REAch2's vision of 'Exceptional Opportunities for Learning', Henhurst Ridge Primary Academy is committed to providing exceptional learning and teaching for all our pupils. Through an exciting and inspirational curriculum, delivered imaginatively and enthusiastically, staff will carefully plan opportunities to develop the skills and confidence needed for the children to become independent, life-long learners.

We will ensure that learning opportunities will be relevant to the children and will challenge children at their own levels. Assessment of learning and progress both in lessons and over time will be key to ensuring maximum achievement for each individual child. Celebration of achievement, both in and out of the classroom, will be a regular feature in the daily life of our academy.

Early Years Foundation Stage (EYFS)

At Henhurst Ridge Primary Academy we follow the Early Years Foundation Stage framework. This is a curriculum deeply rooted in the foundations of play in order to support our children to develop their social skills working harmoniously together, whilst gaining a strong foundation in English, Mathematics and creative and physical skills. It is made up of four themes which are:

A Unique Child: Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships: Children learn to be strong and independent through positive relationships.

Enabling environments: Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.

Learning and Development: Children develop and learn in different ways. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

The themes of a *unique child*, *positive relationships* and *enabling environments* all feed into how we teach the *learning and development* theme.

Learning and development theme

The Learning and development theme is split into 7 areas of learning:

1. **Communication and Language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
2. **Personal, Social and Emotional Development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

3. **Physical Development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
4. **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
5. **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
6. **Understanding of the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
7. **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

In Early Years we follow children's interests to offer them a stimulating and engaging curriculum. We use these interests to teach the seven areas of learning described above. Children are continually assessed through observations and focus groups and the provision supplied is a result of this assessment.

We have 60 Reception places available for September 2018.

Key Stage 1 and 2

At Henhurst Ridge Primary Academy, we have designed a curriculum that equips our children with the skills and personal qualities necessary to lead a fulfilling and rewarding life. We aim for our curriculum to enable our children to achieve the core life values we aspire to for them, and allow them to be active, responsible members of their community.

Our curriculum is very practical, engaging all ability levels and is easily accessed by children at different stages in their learning. Children work in a variety of ways: as a class, in groups, pairs or individually. Our emphasis is always on active and meaningful involvement of children in their own learning.

Henhurst Ridge Primary Academy is designing an immersive curriculum which will use a thematic approach. Whilst the core subjects of English and Maths will be taught as 'discrete' subjects, there will be many aspects that will link to the current learning theme. All other subjects will be taught in a cross-curricular way, through the learning theme.

Henhurst Ridge Primary Academy will have its own policy and implementation documents for each of the subjects, which will become available on the school website. A yearly curriculum map will be designed to show how topics are organised to give continuity and ensure progression.

Children's learning will be carefully monitored as they progress through the curriculum. Recording of achievement will be through individual children's work, group work, whole class work, shared books, displays, teacher's records and presented in assemblies and productions.

Physical Education

Physical Education promotes children's knowledge, skills and understanding of how their body moves so that they can perform with increasing competence and confidence in a range of physical activities.

Physical Development is taught both as independent weekly lessons and through appropriate links in the creative curriculum. This gives children a chance to continue using their physical development throughout all aspects of the curriculum, putting into action specific skills learnt.

Over the course of a year children cover a wide range of activities to give an understanding of their bodies in action. These include dance, indoor and outdoor games, gymnastics, athletics and striking and fielding games. Through taking part in regular exercise, we promote the importance of making healthy decisions and encourage children to continue to make these positive choices for the rest of their lives.

As part of our uniform we ask that children wear the school PE kit.



The Henhurst Ridge Community

Pupil Voice

As our children are at the forefront of everything we do, seeking their opinions and views and empowering the development of their leadership is vital to the success of our academy. With this in mind we will develop the use of a Learning Parliament that meets regularly to discuss a range of issues. Through participating in the Learning Parliament and other leadership roles, children will have a real influence in helping to develop 'Henhurst Ridge' – our ethos, our policies and our practices.

Parental Partnership

We aim to involve our parents/carers in all aspects of school life; to keep them fully informed of school events, and of their child's progress. We do this through parent discussions, reading records, newsletters, and our parent forums. We also aim to hold coffee meetings for parent & carers in which the headteacher and members of the leadership team meet with parents.

A parent/carer wishing to discuss any matter with a member of staff need not necessarily make an appointment. Staff members are generally available before/after school for a quick discussion. More formal contact is made during our parent/carer consultation evenings, when parents/carers are given the opportunity to discuss their child's progress with the class teacher. An annual written report is sent home during the final summer term.

There will be a parent/carer notice board in the school playground which provides useful information, including newsletters, reminders etc. Copies of all information can also be obtained from the school office or the website.

Parents/carers are also encouraged to contribute to the life of the school by becoming a parent helper. We are very grateful to parents who can offer help in school. Help is invaluable with a wide range of activities including reading and playing games, cooking, ICT, helping with art and craft activities, attending school trips and many more! If you can spare some time to help, please see the office staff to register your interest. Please be aware that as part of safeguarding all our children, the academy will undertake a Disclosure and Barring Service (DBS) check for parents/carers who volunteer on a regular basis.

Staff

All of our staff at Henhurst Ridge Primary Academy play an essential role in ensuring our school is a safe, healthy and inspiring place for all our children to learn.

We work closely with outside agencies such as occupational therapists, educational psychologists and speech and language therapists to ensure a well-rounded provision and support for our children making sure they are receiving any additional high quality professional care for their developmental needs if required.

Governors

The Local Governing Body will be committed to excellence; a team which make a real difference to the life of our school, meeting regularly with staff, parents and pupils. If you are interested in becoming a Local Governor in the future, please do contact the academy.

Safety and Security

Child Protection

At Henhurst Ridge Primary Academy, the health, safety and well-being of every child are our paramount concern. We listen to our pupils and take seriously what they tell us. Our aim is for children to enjoy their time as pupils in this school. We want to work in partnership with you to help your child achieve their full potential and make a positive contribution.

To promote a safe environment for pupils, our safer recruitment policy includes all checks on staff and regular volunteers' suitability, including Disclosure and Barring Service (DBS) checks, in accordance with current legislation, and in addition to this teaching staff are monitored through the recently introduced national prohibition checkservice.

In accordance with our responsibilities under section 175/157 of the Education Act 2002 and "Keeping Children Safe in Education" September 2016, we have a Designated Safeguarding Lead for Child Protection, Mrs Charlotte Hopkins (Headteacher) who is a member of the senior management team, and has received appropriate training for this role. It is their responsibility to ensure that all staff in contact with children receive child protection awareness training on a regular basis.

Occasions do arise when our concern about a child mean we have to consult other agencies. Whilst we would always aim to work in partnership with parents there may be exceptions to this when concerns are raised for the protection of a child.

On very rare occasions Social Care, whilst undertaking an investigation under s47 of the Children Act 1989, may want to speak to a child without a parents' knowledge. This would be a decision made in collaboration with partner agencies and would only be done in situations where a child might be at immediate risk. To gain consent at this point may increase the level of risk to the child or cause evidence of a crime to be lost.

The procedures, which we follow, have been laid down by the Local Safeguarding Children's Board, and the academy has adopted a Child Protection Policy in line with this for the safety of all. If you want to know more about our procedures, please speak to the Headteacher or your child's class teacher: the Policy will be found on our academy website.

Medicine in School

We always seek to support children and parents. There are times where we will administer medicine to a child, for example if a child has a long-term illness or if we have put a 'Health Care Plan' in place with parents.

If you feel your child will require medicine during the school day, please inform the Academy at the earliest opportunity and we will be more than happy to discuss how we might help you. We would kindly ask you not send your child to school with medicines, without agreement from the academy. We are only able to administer medication that has been issued following a prescription, or that is accompanied by medical authorisation.

If your child has asthma please provide us with a labelled asthma pump and complete an information card from the school office. All children will be expected to become responsible for this, as soon as we feel they are ready to do so.

Home Learning

We have a policy of providing 'home learning tasks' - opportunities that are enjoyable, manageable, interesting and extend and enrich and support the learning that has taken place in school.

Home Learning includes:

- Reading: Every child is asked to read for at least 10 minutes a day with a book that they enjoy. It is also expected that parents write comments in their child's Reading Record when a child is heard reading.
- Mathematics: to rehearse and practice skills and build confidence.
- Thematic/topic learning: to support interest and engagement and to share with parents/carers.
- Spellings/Key Words: issued on a more personalised basis, comprising key words and topic-related vocabulary.

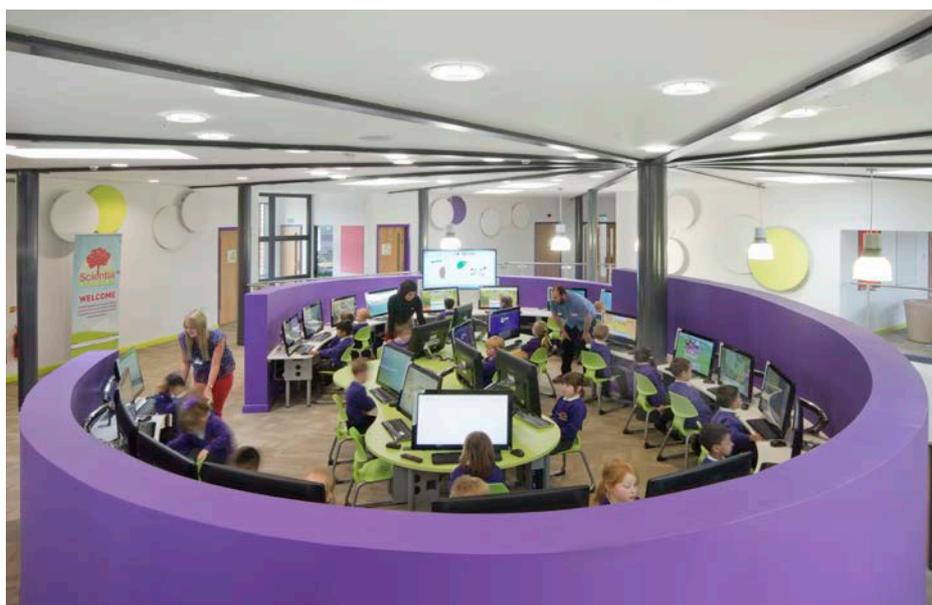
Extra-Curricular Activities

We aim to provide our children with a breadth and depth of extra-curricular provision after school that allows them to experience activities they may not otherwise have access to. This provision is dependent upon the availability and specialism of our staff team and external providers we employ, and activities will occur before and after school, and on some occasions during lunch times.

Educational Visits and Experiences

Educational visits and experiences enrich our learning themes and bring them to life for our children, therefore we encourage teachers, where appropriate, to organise these for the children to enhance their learning experiences and ensure they are learning beyond the classroom.

In addition to these visits there will also be residential opportunities for all children over time.



Behaviour for Learning

At Henhurst Ridge Primary Academy we have the very highest expectations of behaviour. The aims of our Behaviour for Learning policy are:

- To help each child to feel happy, safe and secure in the school.
- To encourage children/staff to celebrate their uniqueness and develop respect for each other.
- To help children to develop a social responsibility within the community, as they increase their understanding of the world we live in, so that in future, they will be active, responsible citizens.
- To help children recognise their achievements, uniqueness and to have high aspirations for the future.
- To enable each child to develop skills for life so they become increasingly independent personally, socially and in their learning.

The principles underpinning our Behaviour for Learning policy are:

- Behaviour is a form of communication.
- The emphasis is on belonging and socially responsibility.
- An appropriate curriculum and effective teaching engages learners and encourages good behaviour.
- An environment of high challenge and low stress is most conducive to learning and good behaviour.
- Children need access to role models who are aware of and manage their own emotional responses appropriately.
- An emphasis is placed on the use of positive strategies to increase desirable behaviours.
- Children's behaviour is underpinned by the stage they have reached in their social and emotional development.
- Behaviour is learned and therefore amenable to change.
- Some emotions can block learning, while others promote learning. So learning to recognise and manage emotions can assist learning and help to improve standards.
- Assertiveness is essential, it involves confirming rights and responsibilities with respect to school rules.
- Consequences need to teach the children what to do instead. The focus is on repairing the harm done and using the incident primarily as a teachable moment.
- Improvement in a child's behaviour is significantly better when working in partnership with parents and carers. Positive messages home can make a difference if parents are also involved in the reinforcement process.

We will, always, challenge any form of discrimination including racist or sexist behaviour, and all forms of bullying. The whole school community, children, staff, governors, parents and volunteers should be aware of and actively involved in implementing our Behaviour for Learning Policy. The full policy will soon be available on our website.

Attendance and Punctuality

We are committed to ensuring our children achieve to their absolute full potential at Henhurst Ridge Primary Academy, and excellent attendance and punctuality are one vital aspect of ensuring this occurs. Parents/carers who ensure their children attend school regularly and on time demonstrate the importance of school to their children, ensuring that they then develop a healthy attitude towards their learning.

If a child is unwell and unable to attend, a reason must be given in the form of a phone call or letter. Apart from very exceptional circumstances, parents should not take children out of school during term time. In such cases, permission must be obtained from the Academy.

Our Attendance and Punctuality policy will soon be available on our website.