



HENHURST RIDGE

PRIMARY ACADEMY

PROVIDING THE ROOTS TO GROW AND THE WINGS TO FLY

Prospectus



Mission Statement

Our mission statement, 'Henhurst Ridge – providing the roots to grow & the wings to fly', underpins everything we do and strive to do.

Academy aims

- * Value and recognise the uniqueness and achievement of every member of our academy family
- * Raise the **aspirations** of everyone within our academy community so everyone strives for **personal excellence** in everything they do
- * Nurture and support all abilities, helping every child to achieve his/her potential in all areas of learning – intellectual, emotional, physical, social, moral, spiritual and cultural, placing children's happiness at the core of what we do
- * Provide outstanding teaching and learning which enables all students, regardless of gender, race, background or ability, to excel
- * Equip children with the **resilience** and perseverance to become creative and independent thinkers and to become lifelong learners within an ever-changing world
- * Provide a rich, broad and balanced curriculum with emphasis on English, Mathematics, Science and the Arts
- * Develop learning activities which stimulate positive models of enquiry, reflection, challenge and **innovation**
- * Promote British and Co-operative Values and attitudes of care, tolerance, **honesty**, trust and **respect** within the academy and wider communities so that children develop as well-rounded and **responsible** citizens for the future
- * Develop outstanding relationships with 'Parents as Partners' of their children's education and with all our stakeholders so **everyone works together** to achieve the best outcomes.

School Profile

Henhurst Ridge Primary Academy is proud to be part of the REAch2 Multi-Academy Trust. It is a brand new two-form entry primary school and will provide a part time Nursery from September 2019. We offer a friendly and stimulating environment, where children are encouraged to become confident, caring, articulate and independent learners on their journey to secondary education and use their abilities to the full. We provide a calm and happy atmosphere and set high standards of respect, courtesy, hard work and achievement for all children and adults.

The school is equipped with modern purpose built classrooms, two halls, cooking and craft rooms in an expertly designed learning environment. Enriching the curriculum as much as possible through educational and residential trips, visiting speakers and professionals drawing upon the local and wider community. Parents are encouraged to become actively involved in their children's learning through daily Family Learning opportunities for EYFS in the Autumn Term, regular coffee mornings, workshops and bi-annual parent conferences. At Henhurst Ridge the staff are committed to providing excellence in teaching and learning for every child in our school. We look forward to working with you over the coming years.

Charlotte Hopkins
Head teacher



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Core Values

Meet our school mascot:

The Hen Harrier is our school mascot that spells out each of our values below. We chose the Hen Harrier as our school mascot as it links to our underlying principles of caring for the environment and conservation. This endangered bird of prey has defied all the odds and continues to be seen in places as near as the Peak District. The children will learn to respect the environment as part of our 'Eco Harriers' initiative.

Our seven core 'Harrier' values underpin all aspects of academy life. Through assemblies and throughout the curriculum these values make explicit the values for life which children will need to recognise and show:

Honesty
Aspiration
Responsibility
Resilience
Innovation
Everyone working together
Respect

Each half term we focus on a different value and a weekly award is given for a child that has really demonstrated that value that week.

Fundamental British Values

As part of the value system, the academy actively promotes and encourages the fundamental British values which permeate through all aspects of school life, and link seamlessly with the seven core values of Henhurst Ridge. These are:

Democracy
The Rule of Law
Individual Liberty
Mutual Respect
Tolerance of those of different faiths and beliefs

These values are regularly promoted through high quality teaching, a rounded programme of collective worship and assemblies and a positive behaviour policy. This provision allows pupils to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.



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An introduction...

REAch2 is a family of primary academies with a sole purpose of providing '**Exceptional Learning Opportunities For All**'. The Trust comprises of several free schools, converter and sponsored academies working across a wide geographical area with schools in a variety of contexts. REAch2 is the highest performing primary only academy trust in the country. REAch2 will work tirelessly to transform the life chances of pupils at Henhurst Ridge by ensuring the academy begins on a very positive trajectory, with the goal of becoming an 'Outstanding' academy.

REAch2 will be the **cornerstone** of the Henhurst Ridge Primary Academy: a strong, responsible foundation providing a solid base from which the school can build and grow. Defined by the values of **excellence, quality, delivery** and **standards** - these features give the Trust (and will give Henhurst Ridge) its enduring attributes and its inherent reliability:

Excellence: because we have high expectations for all

Quality: because everyone in the Trust deserves the best

Delivery: because actions make aspirations a reality

Standards: because they represent achievement for all.

What gives each REAch2 academy its uniqueness are the **touchstones** of the Trust: seven principles which will make Henhurst Ridge Primary Academy distinctive. Just as 500 years ago, touchstones were used to test the quality of the gold they marked, so too our touchstones are used to express the values and ethos of our schools.

Our Touchstones

Children and adults will **flourish** in the school: academically, emotionally, physically and spiritually so that all dimensions of humanity are nurtured.

We will notice talent and spot the 'possible' in people as well as the 'actual'; **Developing potential** within the school creates a realisation that there is a future worth pursuing for everyone.

Children deserve **enjoyment** in their learning and the pleasure that comes from absorption in a task and achieving their goals. Providing contexts for learning which are relevant, motivating and engaging will release in children their natural curiosity, fun and determination.

Inspiration breathes energy and intent into a school; through influential experiences of people and place, children will be compelled to believe that no mountain is too high and that nothing is impossible.



Policies

At Henhurst Ridge Primary Academy, all our systems and procedures and ways of working, including teaching and learning are covered by detailed policies which are designed to secure consistency across the school and provide relevant information to all interested parties, in particular parents and carers.

The school is required by law to develop and implement certain statutory policies covering such areas as safeguarding children's welfare, Health and Safety, Special Educational Needs and Disability discrimination. These policies are reviewed regularly and are all agreed and ratified by the Governing Body.

The school's approach to teaching is laid out in our Teaching and Learning Policy and each subject area has its own section which outlines how we teach the subject, what is taught and the different methods that we might use. The policy also details how much time we spend teaching each subject and who is responsible in school for leading the subject throughout the school.

There are several policies that are very important to keeping children safe and we ask parents to pay particular attention to these policies. Due to technological advances, we are heavily promoting children's safety online both at school and at home so we would ask everyone to take time to read our E-safety Policy.

All our policies can be found on our website.



Inclusion SEND



Some children have difficulties in accessing the National Curriculum and need additional support to help them learn. At Henhurst Ridge Primary Academy, we have experienced support staff working in each class who, together with the class teachers, give extra assistance. In addition, there is a wide range of support groups available to support learning and improve social and attention and listening skills.

If we believe your child will benefit from additional help then you will be informed of this before arrangements are made. Some children experience difficulties for a short time, while others may need further support from Outside Agencies such as the Speech and Language Department, Occupational Therapy

and the Educational Psychology Service.

Parents who wish to discuss their child's learning needs can make an appointment with the SENDCO who will be happy to arrange a meeting with you.



Early Years Foundation Stage



Children develop quickly in the early years, and we aim to do all that we can to help children have the best possible start in life. Children have a right to provision which enables them to develop their personalities, talents and abilities and we provide a stimulating and safe environment which nurtures this development.

The Characteristics of Effective Learning are the ways in which children engage with other people and their environment - playing and exploring, active learning, and creating and thinking critically. They underpin learning and development across all areas and support them to remain an effective and motivated learner.

The Prime Areas of Learning begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas.

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

The Specific Areas of Learning include essential skills and knowledge:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design
- Play as a vehicle for learning

Children aged three, four and five learn by...

playing, talking, observing, planning, questioning, experimenting, testing, repeating, reflecting, responding to adults and to each other.

"Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others." (EYFS 2012)

Through play children can...

- Explore, develop and represent learning experiences that help them make sense of the world;
- Practise and build up ideas, concepts and skills
- Learn how to control impulses and understand the need for rules
- Be alone, be alongside others or co-operate as they talk or rehearse their feelings
- Take risks and make mistakes
- Think creatively and imaginatively
- Communicate with others as they investigate or solve problems
- Express fears or relive anxious experiences in controlled and safe situations



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Curriculum

A thematic approach to learning

A theme based curriculum using the 'Cornerstones' Curriculum ensures that all skills of the National Curriculum are taught in an interesting and exciting way that engages the children and helps them make meaning & connections across subject areas and experiences and promote creative thinking. Typically, each project will be taught for a half term but this can be shortened or lengthened dependent on the content and pupil interest. Maths will be taught as a discrete lesson as will RE and Reading to ensure the skills are taught appropriately. Writing will be linked with Projects where possible and as long as all skills are delivered as well as they can be through this approach.

Curriculum programme:

In Key Stage 1 (Year 1 and Year 2) the curriculum time is broken down as follows:

Writing	5 hours	Mathematics	5 hours
Reading whole-class	1 hour 15 mins	Reading	2 hours 30 mins
PE	2 hours	Phonics	2 hours 5 mins
PSHE	30 minutes	Theme (Humanities, Science and Arts)	3 hours 30 mins
Computing	1 hour	RE	30 mins

In Key Stage 2 (Years 3, 4, 5 and 6) the curriculum time is broken down as follows:

Writing (inc. spelling)	6 hours 15 mins	Mathematics	6 hours 15 mins
Reading whole-class	1 hour 15 mins	Reading	2 hours 30 mins
PE	2 hours		
PSHE	30 minutes	Theme (Humanities, Science and Arts)	3 hours 30 mins
Computing	1 hour	RE	30 mins

Religious Education and Collective Worship is a statutory part of the school curriculum. Parents can decide to withdraw their children from this part of school life. The teaching of Religious Education laid down by the Department for Education.



Curriculum—English

To enable our children to access all areas of the curriculum and to prepare them for their next stage in their learning our English curriculum and coverage is engaging, enjoyable and most importantly develops the key skills that every child needs to reach their potential.

The English Curriculum is developed through themes which will give opportunities to read and write ensuring depth and meaningful learning. Consistency of high expectations is paramount in all areas of the curriculum. All children are expected to learn keywords and spelling appropriate to the stage in their learning.

Phonics

- ◇ All children in Reception and KS1 have daily discrete phonic sessions led by teachers or teaching assistants.
- ◇ The school follows the Read Write Inc scheme of work Phonic programme.
- ◇ Phonic sessions include consolidation of prior learning, new skills and application of reading and writing skills. Each session includes practical activities to support learning.
- ◇ Any gaps of knowledge & understanding are identified in KS2 and phonic intervention groups are established for those children who have still not mastered fluent reading and decoding.
- ◇ Children are assessed half-termly to identify the phase they are working within and as necessary interventions are accessed to accelerate learning.

Reading

- ◇ Children participate in reading sessions each week in school, either through taught lessons, sharing of a whole class story, Buddy reading or independent reading.
- ◇ Formal taught reading lessons take place when children are at the appropriate stage of fluency and independence, most likely at the end of Reception or in Year One.
- ◇ Children are taught a range of strategies to develop reading skills, both for decoding and comprehension.
- ◇ Children are assigned 'Home Readers' which will be at a level they are comfortable at reading to give opportunity to practice. It is expected children will read at home for 10 minutes every day and this will be recorded in their Reading Diary. (Reading books in school are slightly above their 'comfort zone' and therefore challenging.) A guide to support reading at home will be sent home at the start of every academic year.



Curriculum—English continued

Writing

- ◇ Henhurst Ridge uses the 'Talk for Writing' programme, based on the concepts developed by Pie Corbett as a basis of the writing curriculum where children learn texts off by heart before writing in that style. Many opportunities are given across the curriculum to develop writing. Story maps help children to imitate and structure texts.
- ◇ Children have a balance of fiction, non-fiction and poetry as part of their English curriculum. Daily shared and guided writing are underlying principles of the Talk for Writing process during and after the Imitation stage.
- ◇ We use a cursive style of handwriting. Handwriting is taught discreetly and practised in English books to aid presentation. Teachers explicitly model handwriting at all times.



Spoken Language

To support Reading and Writing it is important that a high priority is placed on the development of children's spoken language.

- ◇ Each class has a 'word of the week' in order to develop and accelerate vocabulary acquisition.
- ◇ Teachers plan opportunities for group work/ discussions to support spoken language as well as opportunities for public speaking and debate.
- ◇ All Early Years and KS1 classes (where and when appropriate) have role play areas to support writing and spoken language.
- ◇ Drama is used as a tool to support both within lessons and through visits from drama groups. Our Drama studio enables high quality lessons to be conducted as well as performances so that children become confident speakers and performers.



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Curriculum—Maths

Teachers plan for breadth and depth within a Maths topic rather than accelerating children through the curriculum and ensure mathematics is incorporated throughout the school day, making it explicit at every opportunity.

Teachers deliver an exciting and interesting Maths curriculum that really gets children fully understanding the concept behind the Maths using visuals and concrete apparatus as outlined below. They will be fluent in the basics and teachers will ensure each child that can access Age Related Expectation will have secured the non-negotiables for that year group so that no gaps in learning appear.

Concrete - Pictorial - Abstract

We believe that all children, when introduced to a new concept, should have the opportunity to build competency by taking this approach.

- ⇒ children have the opportunity to use concrete objects and manipulatives to help them understand what they are doing.
- ⇒ alongside this, children use pictorial representations. These representations can then be used to help reason and solve problems.
- ⇒ both concrete and pictorial representations should support children's understanding of abstract methods.

Daily Number skills

In addition to the main Maths lesson, children have daily Number Skills lessons that help keep the key facts alive so that these do not slow them down when using and applying maths. This is usually for 10-15 minutes a day.



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Enrichment Opportunities

Children attending Henhurst Ridge will have access to a wide range of enrichment opportunities. We will hold enrichment days throughout the academic year – some for individual year groups, key stages or even the whole-school, spanning across all aspects of the curriculum, from Art to Mathematics. Our enrichment programme also includes our WOW days/activities as part of our thematic approach to learning, as well as all visits, trips and visitors that children encounter. Furthermore, our '11 before 11' (11 activities that children are to experience before they reach the age of 11 and leave primary school) activities also contribute to our enrichment programme throughout the academy.



11 before 11 is a unique programme for REAch2 schools which include activities such as: Growing your own food and selling it, Riding a large animal, Camping under the stars to name just some. This underlines the cornerstone of REAch2 to ensure there are "Exceptional Opportunities for Learning".

We constantly look for opportunities in the local area to inspire, enrich, and challenge our children, for example, taking part in sporting tournaments, music days, and local and national competitions. The children also benefit from a wide range of extra-curricular clubs and peripatetic staff.

Not only do enrichment activities bring about excellent learning opportunities that can be applied within the school curriculum, but it develops our young children with regards to confidence, self-esteem and resourcefulness that are essential skills to be well-rounded citizens for the future.



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School Trips and Educational Visits

When children have a trip we will ask for a contribution towards the cost of the trip. If contributions are not made the visits maybe cancelled. However, no individual child will be excluded from a visit because of lack of funds. Please speak to Mrs Hopkins if you need any help.

School Meals

All meals are prepared in our brand new kitchens and menus are available on our website. There is always a vegetarian option. If your child has a special diet, please let us know. Our chef is experienced at providing for pupils who may have food allergens.

All pupils in Reception and Key Stage 1 are entitled to a **universal free school meal**, therefore you do not need to provide a lunch for them as it is provided by school.

Fruit for snack time: fruit is provided free of charge each day, therefore your child does not need to bring any snacks in with them.

Free School Meals

Your child may be eligible for free school meals if a parent receives any of the following:

- Income Support
- Income-based Job seekers Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guaranteed element of State Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run- paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit

We would ask all families who believe they may be entitled to a free school meal to register accordingly with Staffordshire County Council, regardless of whether the meal needs to be paid for or otherwise. The school receives additional funding to support children from families who are eligible and this also entitles Key Stage 2 children to a free packed lunch when they are go on educational visits beyond the school.



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School Uniform

The children need comfortable clothing and footwear so that they are not hampered in their activities by worrying about expensive items or having their movement restricted by clothing that is special. The school uniform is **compulsory**:

- **Maroon** sweatshirts or cardigans with logo
- **White** shirts or blouses
- **Maroon and gold** tie
- **Yellow** summer uniform dress for girls
- **Maroon** headscarves
- **White** socks for girls, **black or grey** socks for boys
- **Grey** plain tights
- Plain **black** shoes or plain **black** boots (no heels)

P.E. Uniform

- Sent to school in a named P.E. bag
- **Black** P.E. shorts, skort or black tracksuit bottoms (if it's cold)
- **Maroon** logo polo shirt
- Plain practical trainers or plimsolls - for indoor use

Please name all items of your child's clothing and continue to check that the name has not come off in the wash.

Jewellery

The children may wear watches and they must accept responsibility for them. If children have pierced ears they may wear studs. Larger earrings are too dangerous to wear for school. Hooped earrings of any size are not permitted.

School Uniform Supplier

Our School Uniform can be purchased directly from:
Clothing 4 Schools
Unit 1 and 2 Crown Industrial Estate
Anglesey Road
Burton on Trent
Staffordshire
DE14 3NX
Tel : 01283 548234
Website: clothing4schools.com



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Parents as Partners

At Henhurst Ridge Primary Academy we believe that parents are children's first educators. When parents and practitioners work together in schools, the results have a positive impact on the child's development and learning. Therefore, we believe a successful partnership needs a two-way flow of information, knowledge and expertise.

There are termly parent's evenings where you can celebrate your child's achievements and progress. You are welcome to come and see the class teacher at any other time if you have any worries or concerns. We provide workshops around the curriculum so that you can best support your child at home. There will be assemblies to attend, performances, coffee mornings and many more events so that parents feel very much involved, included and valued in their child's educational journey.

Community Partnership - "Together making the future brighter."

At Henhurst Ridge Primary Academy we believe that communities working together ensure that schools can work effectively and do the best by their young people, developing well-rounded citizens for the future. With this in mind, we actively recruit all community members—residents, parents, grandparents, local businesses to name a few, to be part of our Community Partnership. Regular meetings and events are held throughout the year that people can be part of for as much or as little as they would like to. Please let us know if you are interested.



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Contact Details

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