

Huntington Community Primary School Prospectus



Learn to Live
Live to Learn



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Welcome

At Huntington Community Primary School we are proud to deliver enjoyable, challenging and memorable learning experiences for the children in our care. Our vision for the school is expressed in our motto, *Learn to Live, Live to Learn*: we strive both to provide children with the skills they will need to thrive and prosper in the 21st century, and to instil in them a love of learning itself. We feel we succeed when children are enjoying school, are becoming enthusiastic and independent learners, and are achieving to the best of their ability. We are nurturing the citizens of the future and we take this responsibility seriously.

We would be delighted to welcome you to our school, opened in the autumn term of 2018, where the children's attitude to learning, enjoyment of their work, and the impressive standards they attain will make a lasting impression. In their work they are supported by skilled, creative, enthusiastic staff who create engaging, supportive classroom environments and are committed to the wellbeing and academic development of the children in their care. Huntington is renowned for its friendly, approachable atmosphere, and I look forward to welcoming you to our expanding school community.

Duncan Rose MA (Cantab), PGCE, NPQH
Headteacher



Junior children sharing their learning

The School

Opened in the autumn of 2018, the school is a £7m investment in the future of the community by Cheshire West and Chester Council. Spacious classrooms, a large glass fronted hall and the latest technology feature in a fully accessible building.

The school meets the latest energy efficiency standards, and solar panels have been installed to reduce energy consumption and running costs.



All classrooms are equipped with interactive display panels, and the school has a modern computer suite.

The school is set in extensive and secure grounds. Facilities for physical activity include two large fields, a junior playground sub-divided into separate areas for 5-a-side football, netball/basketball and quieter games, adventure play areas and an outdoor classroom. The EYFS and KS1 classes have their own separate playground, and a large covered area to enable outdoor activity in all weather. A large Forest School area has also been developed.



Teaching Organisation and Curriculum



All classes are taught in single age year groups. The varied abilities within each class are catered for through a variety of means: whole class tuition, ability groups and individual teaching, according to need. Co-operative learning KAGAN strategies are used throughout the school to encourage maximum involvement from all children. Pupils benefit from individual targets in the core subjects, clearly stated learning objectives, and marking which encompasses targeted feedback from the teacher and self-assessment of their work by the children themselves.

The school teaches the National Curriculum through interlinked themes, organised through the subjects of History, Geography, English and Science. In the Foundation Stage, the Early Years curriculum forms the basis for learning, with class themes often arising from the children's own expressed interests.

The development of a growth mindset is encouraged in all classes, both through discrete lessons and a general teaching approach that encourages questioning, perseverance and a belief that every child's capabilities can be improved.

All classes benefit from opportunities to learn outside the classroom, either within the school grounds, during educational visits planned to enhance the study of the current theme, or in the junior years through residential visits to Outdoor Education Centres. The most powerful, memorable learning is often acquired through such first-hand experiences, and the school is committed to maximising these opportunities.



Y3 residential visit to Burwardsley



Year 5/6 residential visit to the Conway Centre

English

Teaching staff use a range of methods to deliver the three key areas of English as specified in the National Curriculum: Speaking and Listening, Reading and Writing.

Speaking and Listening: Effective communication skills are developed during a wide range of activities, from structured role play and class discussions to more formal presentations in assemblies, prepared talks and participation in special events (e.g. *No Pens Day*, *Poetry by Heart* (a national competition won in 2021 by our Y6 pupil pictured at right)).



Reading: Our aim is for all children to enjoy books and to become confident, independent readers. The reading development of younger children is supported through the use of a structured scheme and book collections which are phonically-decodable and banded according to the level of challenge. Through curriculum work, children encounter a wide range of genres, both fiction and non-fiction, and we use the *Pathways to Read* programme to provide varied opportunities for reading (e.g. one weekly whole-class shared reading lesson for children in Years 3-6). The *Pathways* scheme aligns with the school's approach to writing. All children are encouraged to use the school's extensive, modern library facilities each week, supported by a comprehensive online catalogue of all our book stock, featuring website links and suggestions for further reading.



Writing: We follow a mastery approach to writing using the award-winning programme *Pathways to Write* from *The Literacy Company*. Units of work are delivered using high quality texts and children in all year groups are given varied opportunities for writing. Skills are built up through repetition within the units, and children apply these skills in the writing activities provided. Many opportunities for widening children's vocabulary are given through the *Pathways to Write* approach and this builds on the extensive work we do in school to provide our children with a rich and varied vocabulary.



Our online library: inspiring reading



Pathways to Write

Mathematics

Through the teaching of mathematics, we aim to develop in pupils:

- A positive attitude towards maths and an awareness of its relevance in the real world.
- A process of enquiry and experiment.
- An ability to solve problems and think logically in order to work systematically and accurately.
- An ability to work both independently and in cooperation with others.
- Competence and confidence in pupils' maths knowledge, concepts and skills.

Our Scheme of Work follows the *White Rose* programme, supported by *NCETM* materials. We also make use of online resources to further increase engagement (e.g. *Times Tables Rock Stars*).



Science

Science is an integral part of our everyday lives, helping us to make sense of the world. Our approach to the teaching of Science reflects this belief, aiming to challenge children's perceptions through exploration. Engagement in many practical experiences encourages them to use all their senses, and in the process develop scientific understanding and knowledge. Continuity, progression and breadth of study are assured through the use of Pearson's *Science Bug* scheme, an online resource designed to deliver the National Curriculum, embedded within our thematic curriculum to achieve meaningful links. Our biennial Science week provides a host of additional experiences to enhance the children's learning and increase their enthusiasm for the subject (e.g. *Technique* visit, pictured)



Other Subjects



HISTORY: WW2 brought to life for Year 6 at Stockport Air Raid Shelters



GEOGRAPHY: Our own River Dee website, used in high schools to support GCSE work



DESIGN & TECHNOLOGY:
National finalists in the Bloodhound 'Fly to the Line' competition



ART: A rhino sculpture, decorated by our pupils with designs from our partner school in Cape Town



MUSIC: Guitar concert in the hall



SPORT: Girls' Football, Cheshire Finalists

Religious Education

This is taught in accordance with the Cheshire agreed syllabus. Our main focus is on Christianity, with other religions also studied (e.g. Buddhism, Hinduism, Islam, Judaism, Sikhism). Collective worship of a broadly Christian nature takes place daily. Parents have a right to withdraw children from RE instruction or daily worship.

Relationships and Sex Education

Children in years 5 and 6 receive such education within our RSE programme. Parents have the option to withdraw their children from these lessons, although we would encourage participation: the scheme and associated materials are available for parents to view, and discuss with staff, at any time.

Special Educational Needs and Disabilities

The tracking of children's attainment is a key feature of our practice. If we decide that a child's progress (educationally, socially or as a result of a medical issue) gives cause for concern, we implement the Special Needs Code of Practice. We operate an early intervention policy, working in partnership with parents/carers.

Parents' Evenings

Parents' evenings are arranged every term, and in the summer term a written report is provided for every child. However, we would encourage parents to arrange an appointment with the class teacher to discuss any aspect of their child's welfare or progress if they feel it necessary: our staff are very approachable and welcome such contact.

Parents and the PTA

We aim to make our school as friendly and familiar for parents as it is for the children. Parents are welcome to help in school in many ways, including working with reading groups, helping with cookery and artwork, giving specialist talks and staffing the library. Every parent/carer is automatically a member of our Parent Teacher Association (PTA), which plays a vital role in raising funds for additional school resources and also provides a range of entertaining events for both children and parents (e.g. Christmas Fair, below).



A parent presenting a talk on electricity during Science Week



School Hours

Start 8:50 am

Lunch Break 12 noon - 1 pm

Finish Infants: 3:05 pm
Juniors: 3:15 pm

Please be on time, but not too early, especially in cold or wet weather. We cannot be responsible for children who arrive before 8:40 am. Children who arrive once their class has been taken into school should enter through the main entrance.

If you are delayed when collecting your children, or if someone other than the usual adult is collecting your child, please let us know in advance.

Appointments

Ideally, medical/dental appointments should be made outside of school hours. Please advise us in writing if your child has an appointment in school time.

Illness

If a child is unwell or receiving medical treatment, we feel that their place is at home. If your child will be absent, please contact the school as soon after 8:50 as possible. If we have not been informed that your child will be absent, and they are not in school by 9:30, we will attempt to contact parents to confirm your child is safe at home. On return from illness, a letter detailing the reason for absence should be given to the class teacher.

Administration of medicines

If your child needs to receive prescription medicine during the school day, please complete the appropriate form, available online and from the school office. If your child needs to use an asthma inhaler, please ensure that one has been left with your child's teacher. Children must not be in possession of any medication during the school day, including inhalers—all such medicines should be given to staff for safe-keeping.



Lunchtime Arrangements

Children can stay for a hot meal or bring a packed lunch. School dinners are freshly prepared on the premises and are of very good quality: menus are available online.

School dinners cost £2.40 per day (£12 per week). We prefer dinner money to be paid for online, via *School Money*, but payments by cheque can still be made.

Infant children (from Reception to Year 2) are entitled to a free school meal, and are encouraged to take advantage of this government-funded initiative. Older children may be eligible for free school meals (if their parents are in receipt of Income Support/Income-Based Jobseeker's Allowance): please see the office staff for details and an application form.

Sandwiches should be brought in a plastic box clearly marked with your child's name. We encourage healthy eating throughout the school, and would therefore encourage you to provide the same in packed lunches. Please do not include glass bottles or cans of fizzy drink. Pre-peeled fruit (e.g. Satsuma) would also be appreciated for children who cannot manage the task themselves. The school operates a nut-free policy, to safeguard pupils with potentially life-threatening allergies.

All children should bring a water bottle (labelled with name) to school, which can be refilled during the day from the water cooler. Bottles are kept in the classrooms for ready access during lessons.



Before and after school provision

Before and after school club is available to all pupils, on site, with S4YC, a private provider. Please visit their website at www.s4yc.co.uk for information. To enquire specifically about provision at Huntington Community Primary School, email huntington@s4yc.co.uk or contact Toni on 07498 189140.

School Admissions

The Nursery

Huntington has a 26 place Nursery class, operating 3 hour sessions in the morning from 8:50am -11:50am, and afternoon from 11:50am – 2:50pm, for children who have reached the age of 3 by the start of the academic year. Application forms will be sent to all who have registered an interest in a place (via the school office) at the end of the April preceding September admission. The school has its own admissions policy for entrance to the nursery class, which may be viewed on request (and is available on the school website).

Main School

All children are required by law to attend school from the start of the term following their fifth birthday. Any child reaching the age of five between September 1st and August 31st may be admitted to school at the beginning of the Autumn Term.

Applications for admission to the Reception classes at Huntington Primary are made through and managed by Cheshire West and Chester Council (see www.cheshirewestandchester.gov.uk for details). Applications for admission to other year groups, or those made after the academic year has commenced, should be made to the school directly.

Visits to main school will be organised for new starters, and new parents will be invited to a meeting at which full details will be given.



Keeping in touch: our Twitter feed

School Staff

Mr D. Rose	Head Teacher
Mr M. Cunnington (KS2 Lead)	Y6 Alder
Miss C. Avery	Y6 Sycamore
Miss S. Carpenter	Y5 Rowan
Mr S. Bell	Y5 Larch
Mrs L. Nicholson (Deputy Head) & Mrs A. Osholaja	Y4 Lime
Miss S. Bunning	Y4 Hawthorn
Miss L. Whelan	Y3 Birch
Mrs K. Caldecott & Mr R. Jones	Y3 Hazel
Miss K. Bate (KS1 Lead) & Mrs B. Robinson	Y2 Elm
Mrs G. Thomson	Y2 Cedar
Mrs B. Jones & Mrs L. Pelham	Y1 Beech
Mrs L. Ward & Mrs A. Osholaja	Y1 Maple
Mrs D. Devlin (Early Years Lead) & Mrs K. Wilson	Reception: Oak
Miss S. Hooks	Reception: Willow
Mrs J. Roberts & Mrs J. Inchley	Nursery: Seedlings
Mrs S. Jessop	Music tutor
Mr M. Jones	PE tutor
Mrs N. Harrison-Smith	RE tutor
Mrs S. McClellan	French tutor

Teaching Assistants

Mrs K. Cadman	Pupil Premium (KS1)
Mrs F. Arnott	Pupil Premium (KS2)
Mrs J. Arrowsmith	SEN
Mrs H. Mercer	ELSA

Mrs L. Russell, Mrs L. James	Nursery
Mrs J. Bennett, Mrs L. James,	Reception
Mrs D. Tyldesley	
Mrs J. Thomson, Miss M. Giles,	KS1
Mrs N. Harrison-Smith	

Pupil support assistants

Miss M. Billington, Mrs B. Butrymowicz, Mrs A. Clark, Mrs R. Dalgarno, Miss E. Gowen, Mr P. Jervis, Mrs J. Leonard, Mrs S. McClellan, Mrs C. Morgan, Miss K. Stelfox, Miss C. Tucker

Finance/Admin

Mrs S. High	School Business Manager
Mrs M. Ashton	Administration Assistant
Mrs H. Mercer	Receptionist
Mr J. McCleary	School Maintenance Officer
Mrs R. Foster	Catering Supervisor (<i>Edsential</i>)

Governing Board

Parent Governors	Dr S. Ball Mrs C. Callaghan Mrs H. James Mr A. Wentel (Vice Chair) Mrs C. Willis
Co-opted Governors	Mrs L. Gibson Mr D. Whitehead
LA Governor	Mr B. Turner (Chair)
Staff Representative	Mrs G. Thomson
Head Teacher	Mr D. Rose

The full governing board meets once a term. Sub-committees also meet termly, and it is through these that much of the work which underpins the operation of the school is carried out. All non-confidential minutes of meetings are available to view in the school office.

Ofsted

The school was last inspected in **February 2018**, and was judged to be **Good**.

Overall Judgement

The Inspector confirmed the school's own judgement, which is that **this school continues to be good**. *Huntington is a caring and inclusive school where pupils are happy, confident and achieve well. Staff ensure that children settle in quickly and develop positive attitudes to learning. As pupils move through the school these positive attitudes are maintained, as a result of effective teaching and the excellent relationships that exist between pupils and the adults who teach them. The vast majority of parents and carers who responded to Parent View, the Ofsted online questionnaire, share their children's positive view of the school.*

Governance

Governors provide effective challenge to senior leaders and have a sound, strategic overview of the main priorities for improvement. They share the headteacher's high aspirations for the school and are committed to improving the school still further.

Safeguarding

Pupils' well-being is given the highest priority at Huntington Primary School. Pupils have confidence in the adults who look after them and told me that there is always somebody there for them to speak to if they have any concerns. Pupils say that they feel safe in school, a view that is shared by almost all parents who responded to Parent View. Governors keep a good overview of safeguarding matters, and ensure that policies and procedures are up to date and fit for purpose.

Specific Lines of Enquiry were explored during the inspection, with the findings as follows:

- **Pupils' Progress in Reading**

This is now a significant strength of the school. Those pupils who struggle to develop early reading skills are given good support. They read regularly in school and the vast majority develop into fluent, independent readers.

- **Pupils' Behaviour**

Pupils' attitudes to learning are exceptionally good. Conduct was also good at playtimes and in the hall at dinner time. Pupils say that incidents of bullying are extremely rare at the school, and that staff sort any problems out quickly. School leaders keep detailed records which show that, on the rare occasions that bullying or poor behaviour occurs, firm and effective action is taken.

- **Quality of Pupils' Learning in the wider curriculum**

There are many strengths in this aspect of the school's work. The high-quality displays of pupils' work, in corridors and classrooms around the school, reflect a broad and rich curriculum which provides pupils with the opportunity to study a range of subjects on a regular basis.

(see www.ofsted.gov.uk for the full report)

HUNTINGTON COMMUNITY PRIMARY SCHOOL

ALDFORD ROAD

HUNTINGTON

CHESTER

CH3 6EA

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Email: head@huntington.cheshire.sch.uk
admin@huntington.cheshire.sch.uk



WELCOME

Screenshot from the school website

Area Education Office Address

Cheshire West and Chester Council
Area Office
Stanney Lane
Ellesmere Port