



# Welcome to **The Hundred of Hoo Academy**



Principal: Mr C. Guerin-Hassett



# Our Vision

At The Hundred of Hoo Academy, we combine **good manners and etiquette** with **21st Century innovation and creativity**

IB Learner Profile

to

Digital Learning Strategy

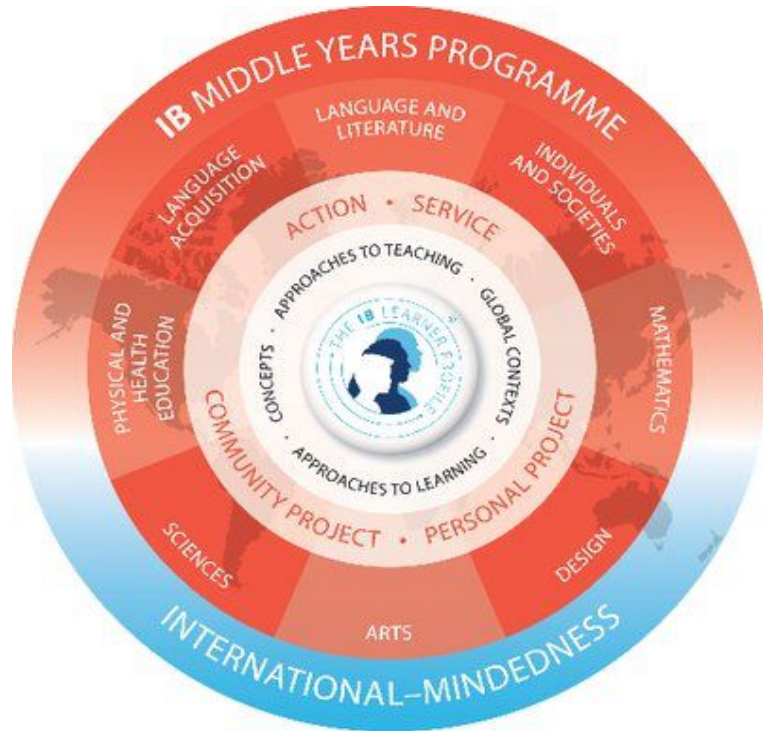
ensure our pupils are **more than just educated**, they become **globally minded** citizens who will be **empowered** to change their own lives and the lives of those around them.

Middle Years Programme

Hoo Aspire



# Achieving our Vision



## The International Baccalaureate Middle Years Programme (MYP)

We provide an IB influenced curriculum, within a culture of mutual respect and acceptance.

This allows pupils to move onto their next steps with the skills and values to set them on the path to achieve their dreams



## Why did we choose an IB Education?

It provides the academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, becoming critical and reflective thinkers.

IB Learners will become:



The Leigh Academies Trust is the first Trust in England to offer three of the IB programmes (PYP, MYP, CP) for students across its primary and secondary academies, desiring to develop the intellectual, personal, emotional and social skills to live, learn, and work in a rapidly globalising world.



MYP Discipline	Criterion A	Criterion B	Criterion C	Criterion D
<b>Language and Literature</b>	Analysing	Organising	Producing Text	Using Language
<b>Language Acquisition</b>	Communicating spoken and visual text	Comprehending spoken and visual text	Communication	Using language in spoken and/or written form
<b>Individuals and Societies</b>	Knowing and understanding	Investigating	Communicating	Thinking critically
<b>Arts</b>	Knowing and understanding	Developing skills	Thinking creatively	Responding
<b>Design</b>	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
<b>Mathematics</b>	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
<b>Sciences</b>	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
<b>Physical and Health Education</b>	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
<b>Interdisciplinary</b>	Disciplinary grounding	Synthesising	Communicating	Reflecting



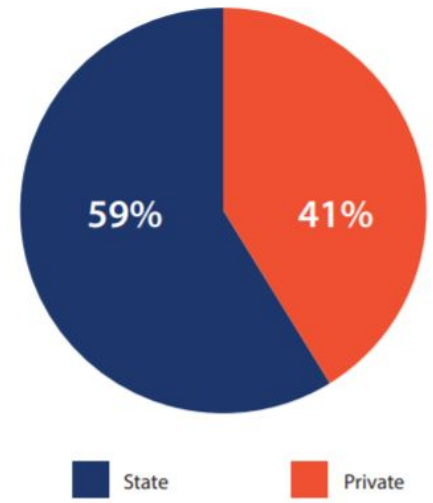
### Top Countries with MYP schools around the world



Australia  
 China  
 Mexico  
 Spain  
 United States of America

Canada  
 India  
 Russia  
 UK

### MYP Schools



**Providing a Grammar/Private school education to our community**



Club	Year Group
Mandarin Club	Year 7
Stem Club	Year 7 - 9
LGBTQ+	All Years
Diversity club	All Years
Choir	All Years
Rock School	All Years

Club	Year Group
Keyboard Club	Year 7
Year 7 Choir	Year 7
Drama Club	Year 7, 8, 9
School Production	All years
Steel Drums	All Years



## Co-Curriculum Clubs

### Theatre Visits

Macbeth, Les Mis, Romeo & Juliet, Woman in Black.

PE - Ski Trip,

STEM - Disneyland Paris



# Annual Arts Showcase







# Sports Clubs



## AFTER SCHOOL



MONDAY	Trampolining -- Health intervention -- NCFE intervention
TUESDAY	Netball -- Fitness
WEDNESDAY	
THURSDAY	Football -- Dance
FRIDAY	

MONDAY	Table Tennis -- Trampolining
TUESDAY	Duke of Edinburgh -- Basketball -- Fitness
WEDNESDAY	Basketball -- Cricket
THURSDAY	Years 12/13 Duke of Edinburgh -- Trampolining
FRIDAY	Years 12/13 Duke of Edinburgh -- Trampolining -- Cricket



# Achieving our Vision

Our staff are role models, who inspire through a love of learning and are motivated to make a positive impact on each other's lives.

Together, we will continually strive to remove the barriers to success and the fear of failure.





What is the biggest barrier  
to learning?



Lack of **ASPIRATION!**



# Our Ethos and Values

*“Our values decide our character; our character decides our value.” – James Kerr*

The ethos created within our community are based on the values we promote:

**ASPIRE** – to the very highest standards

**ACHIEVE** – to the best of our ability

**EXCEL** – in all that we do

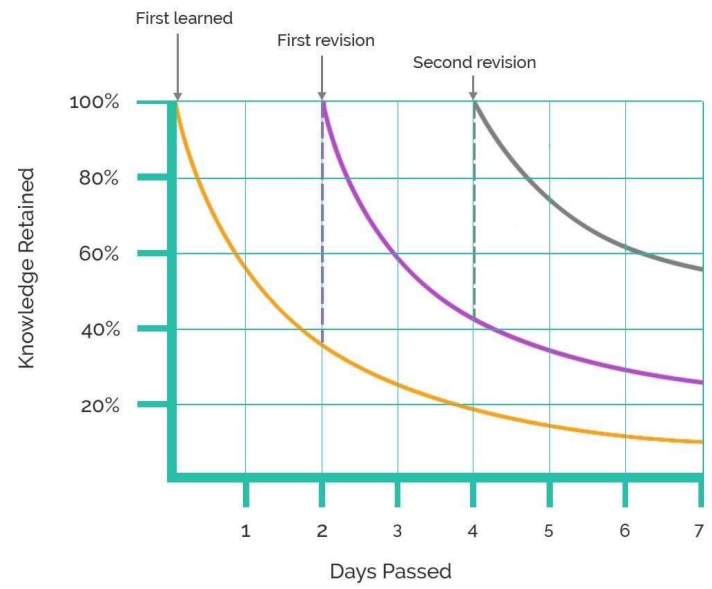




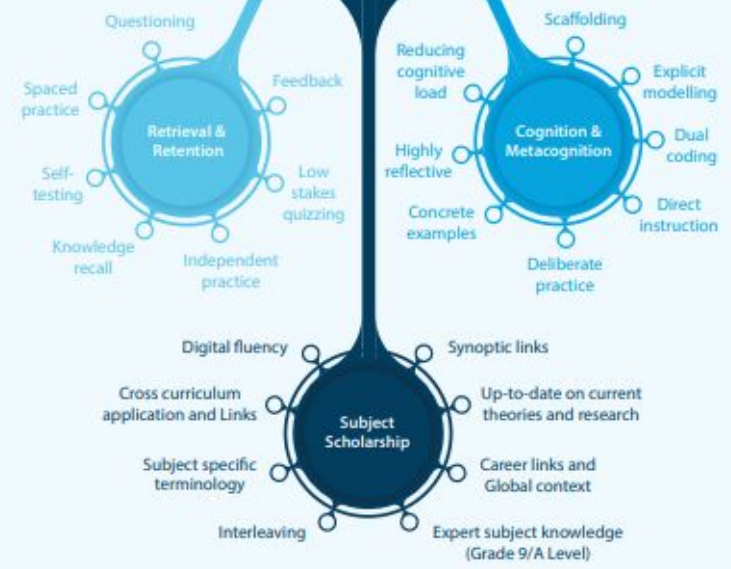
# Achieve and Excel

Our teaching strategy is research informed and evidence based.

## Effect of Spaced Repetition



## Pedagogy & Progress Drivers





# The SAMR Model

enhancing technology integration

Ruben R. Puentedura, Ph.D.

Transformation

<b>Redefinition</b>	technology allows for the creation of new tasks, previously inconceivable	create a narrated Google Earth guided tour and share this online
<b>Modification</b>	technology allows for significant task redesign	use Google Earth layers such as panoramio and 360 cities to research locations

Enhancement

<b>Augmentation</b>	technology acts as direct tool substitute, with functional improvement	use Google Earth rulers to measure the distance between two places
<b>Substitution</b>	technology acts as a direct tool substitute, with no functional change	use Google Earth instead of an Atlas to locate a place

examples added by the Digital Learning Team

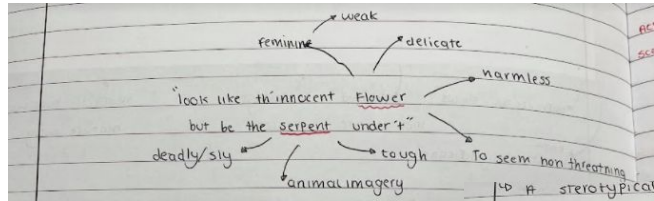
<http://www.hippasus.com/rrpweblog/>



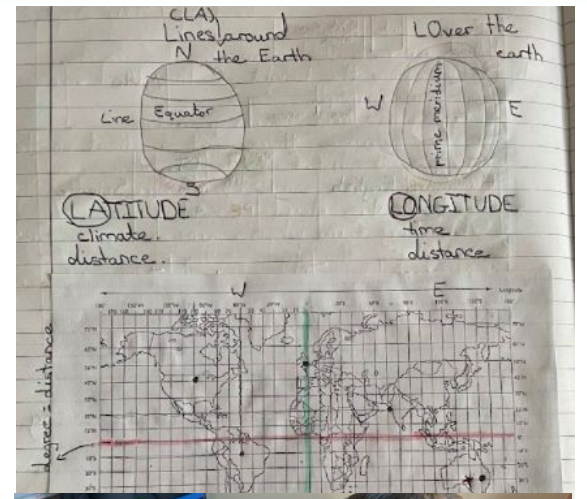
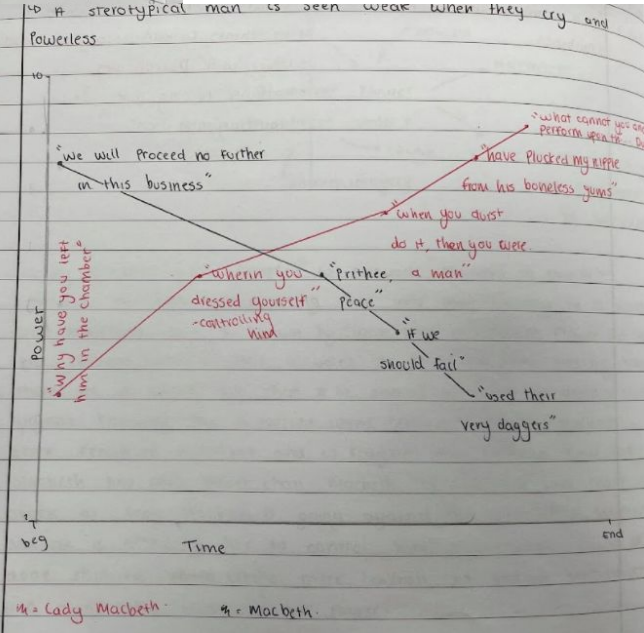
## Google School and Chromebook Devices for all students



# High Expectations of Learning



Lady Macbeth has attempted to persuade Macbeth to commit treason by manipulating him into becoming weak and powerless. This is shown by "look like the innocent flower but be the serpent under't". This alludes to Lady Macbeth that he is weak and that he should be anyone knowing. The important word "flower" seems feminine, harmless and is fragile. This Macbeth has more power than Lady Macbeth. The audience is shocked as Lady Macbeth is going against the natural order by allowing her to control him. She has done this to create more tension and manipulates others to get power.





# Knowledgeable Staff



We are what we repeatedly do,  
excellence, then, is not an act, but a habit!  
*Aristotle*

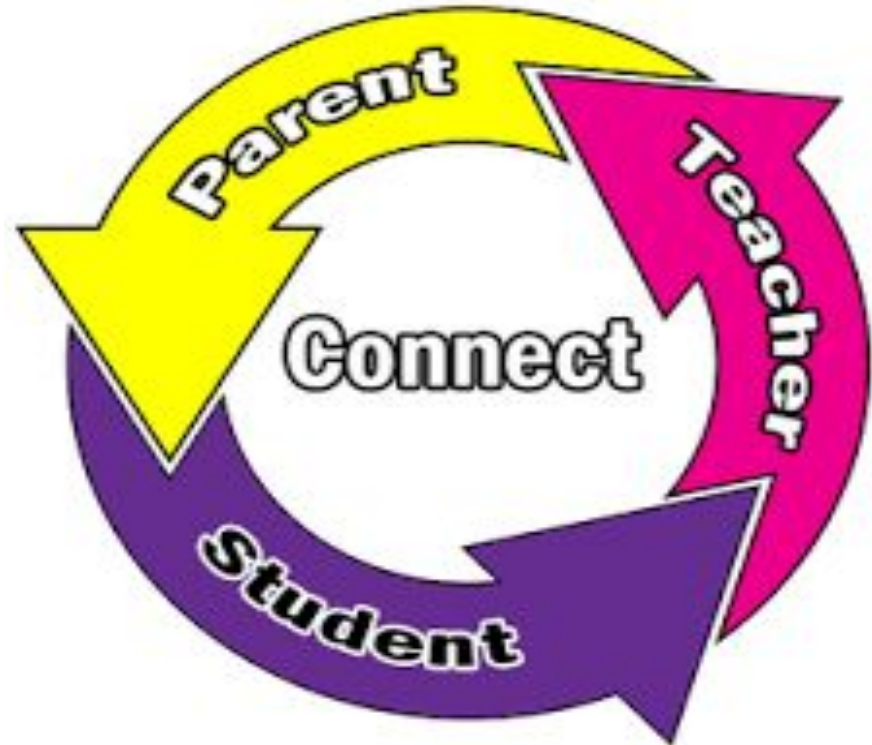




# Achieving our Vision

A strong partnership with parents and carers so we all share the same high aspirations for their child, and are able to provide support in their child's learning and development.

Enabling our children to drive their own futures to greater success and shape our diverse community for the better.





# College Model



Head of College

2 Assistant Heads of College

Director of Pastoral

Pastoral Support Manager

Student Services Manager



# Inclusion at Hoo





## Continual investment in our facilities

### New Special Resource Provision





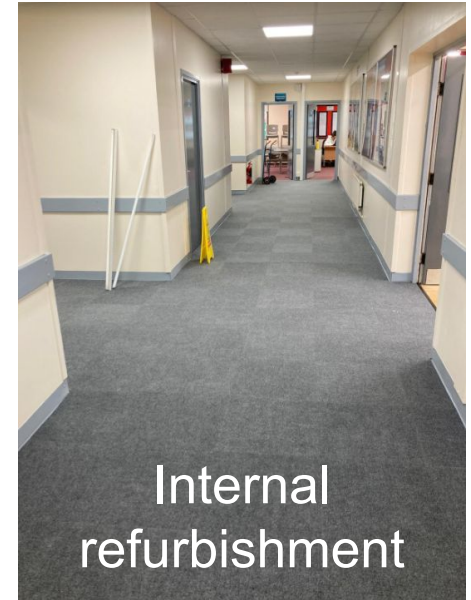
## Continual investment in our facilities



Outdoor Gym



Food Technology



Internal refurbishment



# The Hundred of Hoo Academy



Quality Assurance.

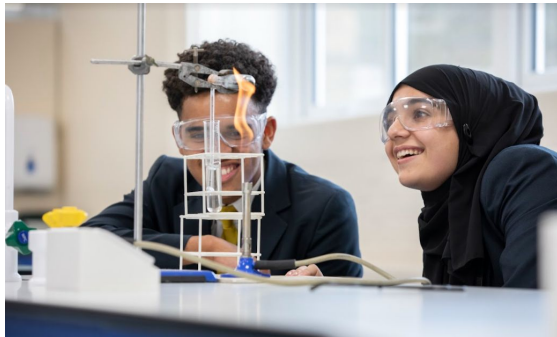
What do others say about our school?



*What Ofsted said about the Academy*

## Outstanding Leadership and Management

Leaders' clear determination and unwaveringly high expectations ensure a culture of continual improvement.



Leaders adapt the curriculum skilfully over time, to ensure that it prepares pupils increasingly well for the future.



*What Ofsted said about the Academy*

## Outstanding Leadership and Management

Well-established learning routines support teachers' high expectations for pupils' conduct and engagement with their learning.



The mantra of 'no excuses' is evident throughout the school.





## *What Ofsted said about the Academy*

### **Good Quality of Education**

Teachers structure pupils' learning in a way that removes barriers and develops confidence.



Students in the sixth form make increasingly good progress over time. High-quality guidance and support prepare them well for the future.



<b>Year 11</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
<b>5+ Eng and Maths</b>	33%	33%	34%	42%
<b>4+ Eng and Maths</b>	60%	63%	67%	68%
<b>Attainment</b>	40.2	41.6	44.2	44.5
<b>Progress</b>	-0.06	-0.07	+0.25	+0.31

<b>Year 13</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
Academic Average Grade	C-	C	C+
Applied Average Grade	Merit+	Distinction-	Distinction



# What success looks like

Our son, Joe, has achieved an outstanding set of grades.

Joe's decision to attend the Academy rather than one of the grammar schools back in Year 7 was, without question, a very sound decision.

The level of academic education provided at the Academy has been unquestionable and we would highly recommend the school.

We look forward to Joe progressing his education as part of the Sixth Form cohort.



I just wanted to say a heartfelt thank you to all of Dylan's teachers and everyone else in school (management, admin and support staff) for helping to get him through a very difficult year.

Not only did he only join the school last September, you then all had to deal with the closure of the school, remote learning and lots of disruption.

Throughout it all, I feel that you have all done an incredible job and school has kept us fully informed and updated throughout.

I would also like to give my special thanks to your well-being officers and student support staff who have really helped Dylan through some challenging times making new friends in such difficult circumstance.

I hope that you all know what a difference you make.



# The Hundred of Hoo Academy



An oversubscribed Academy with well established routines and high expectations and a track record of excellent results.

