



**The Hundred of Hoo
Academy**



Primary Prospectus

Aspire | Achieve | Excel

The Hundred of Hoo Academy is part of Leigh Academies Trust



Leigh Academies Trust is one of the country's largest and most-established multi-academy trusts operating across Kent, Medway and South East London. It contains primary, secondary and special academies and is highly inclusive and successful. Our mission is to deliver "education for a better world" by ensuring that young people in our academies have an excellent start in life regardless of their background or ability.

Our Values

We care -

about our pupils through our human scale approach to education, our staff and their well-being and the communities that we serve, driven by our high ideals and strong moral values.

We have boundless ambition -

to achieve excellence for all and create confident young adults with high levels of resilience and integrity.

We work together -

as one team in the belief that we are greater than the sum of our parts. We foster an enterprising culture through collaboration and in close partnership with industry and other educators.

We keep getting better -

using our 'can-do' attitude towards continuous improvement and innovation.

For admission enquiries telephone:
01634 257519 or email: primaryoffice@hundredofhooacademy.org.uk



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Welcome

‘The best version of me, is the best learner I can be.’

Welcome to The Hundred of Hoo Academy

It is with immense pride that I welcome you to The Hundred of Hoo All-Through Academy. The Hundred of Hoo Primary Academy is a school which has fast-become known for the exceptional education we provide our students alongside exacting standards of behaviour and opportunities to develop both academically and personally.

As an IB World school, we frame learning through the vehicle of the International Baccalaureate Primary Years Programme. Our expert teachers deliver the National Curriculum through inquiry-based learning with voice, choice and action at the heart of what we do. Where possible, we make authentic and meaningful links across the curriculum for children to be able to know more, remember more and do more. Teachers build on prior learning to introduce new concepts and content which is delivered taking into account up-to-date research and relies on the strong relationships forged between teachers, TAs, pastoral staff, pupils and parents.

When pupils join us in year R they are quickly familiarised with ten learner profile attributes. We develop children to become risk-takers, nurture them to become caring, challenge them to be thinkers and equip them to be knowledgeable. We value and celebrate these attributes in our weekly celebration assembly and through our positive point reward system.

As members of Hundred Of Hoo Academy, not only do we aspire for children to achieve high academic outcomes, but provide them with the skills, knowledge and understanding to become global citizens who excel in all they do. We truly believe that being a student at our academy means that children become more than just educated.

Being part of Leigh Academies Trust also brings a wide range of benefits. All pupils in years one and above have access to a 1:1 digital device which empowers students to become more independent in their learning, equips teachers to be able to challenge and support all pupils regardless of their individual starting points and pushes the boundaries of digital innovation in school.

There are many more reasons as to why The Hundred of Hoo Academy is a centre of excellence for pupils, but for now, I would encourage you to visit us and see first hand what makes our academy so special.

Mike Etheridge
Primary Principal



our MISSION

We believe that children and adults flourish when they learn and work as members of a supportive, cohesive community built on high expectations, rigour, mutual respect and pride in their own and each other's achievements.

We believe that:

- 1 All children are entitled to access a world class education.
- 2 Everyone, regardless of background or starting point, can achieve the highest academic standards.
- 3 Children should be equipped with values, attitudes and attributes that will serve them well in university, the workplace and in their life.
- 4 All members of staff deserve great challenge and support on their journey to becoming masters of their craft.

We are a disciplined academy, where pupils thrive in a culture defined by mutual respect and impeccable behaviour. We unashamedly focus on academic excellence and focus on every child achieving highly in subjects that will serve them well beyond school and into the next stage of their education and into their careers.

We have an uncompromising culture of no excuses, and we insist on high standards for staff

Aspire

Our children will have high aspirations for themselves.

Achieve

Our children will act with purpose and integrity to reach their dreams.

Excel

Our children will lead a productive, successful, and most importantly, a happy life beyond school.

and pupils. We mean this, we follow it and we refer to it every day because we believe in it. Every pupil matters, every pupil can achieve, every lesson counts.

Throughout our methodologies we commit to ensuring every child is consistently provided with the opportunities to equip themselves with the values and attributes that will support them when faced with future challenges and experiences. All elements of our practice have purpose in nurturing these qualities in our pupils and these are referenced throughout this prospectus.

Our environment

We are extremely privileged that all our wonderful learning experiences take place within our stunning building which was first opened to pupils in September 2017. The nature of a new building means that, as the end users, we were able to develop the spaces ensuring that your child's environment is most conducive to learning. The space has since been extended ready for two-form entry in September 2023, with an additional 8 classrooms being built and the opportunity to re-invent the FS outdoor area.

We have a number of provisions on site unique to our school. We have a bespoke Sensory Room which is equipped with resources to support children with special educational needs. On the first floor, we have our stunning Learning Lounge which is an area of multiple purposes; a calm reading area, our space for collaboration and a resource centre, particularly to support our digital provision. All this set with the backdrop of the beautiful views of the surrounding countryside and in the foreground our onsite pond and expansive fields. The pond will over time have its own ecosystem so with this in mind it has its own decking area perfect for small groups of pupils to use for pond dipping. Of course, we also have access to the purpose-built facilities in our secondary counterpart. Our pupils have frequent opportunities to use the secondary kitchens, science labs and drama studios.

Every classroom has its own identity but with the consistent expectation that they are organic and reflective of our learners' voices. With aspiration and inspiration at the core, our classes are named after pioneers who have changed, shaped and influenced history both locally, nationally and internationally. Our class names are:

Early Years Foundation Stage (EYFS): Da Vinci Class

Named after Leonardo Da Vinci, a Renaissance artist and engineer, known for paintings like "The Last Supper" and "Mona Lisa," and for inventions like a flying machine.

Year 1: Berners-Lee Class

Named after Tim Berners-Lee, the inventor of the World Wide Web.

Year 2: Cousteau Class

Named after Jacques Cousteau, a French oceanographer and inventor of the aqua-lung.

Year 3: Anderson Class

Named after Elizabeth Garrett Anderson, the first female doctor to qualify in England.

Year 4: Adams Class

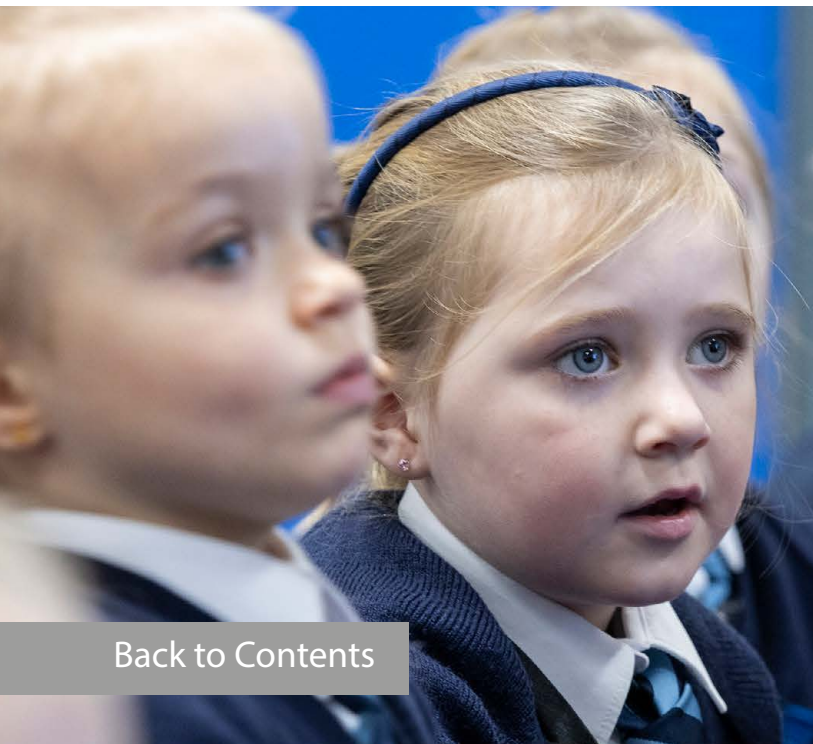
Named after Nicola Adams OBE, a British former professional boxer and two-time Olympic champion.

Year 5: Thunberg Class

Named after Greta Thunberg, the teenage activist who held world leaders to account for their responsibility in climate change.

Year 6: Attenborough Class

Named after Sir David Attenborough, the broadcaster, biologist, natural historian and author who is an advocate for all species on Earth and is synonymous with care and concern for the global environment.



Our community

Parents as Partners

We believe that parents are their child's first teacher and therefore we hold our partnership with parents in great importance.

There are many opportunities for parents to engage in their children's learning by coming in to the school setting. These include:

- Christmas nativities
- Parent workshops centred on a specific curriculum area
- PTA events like fairs and discos
- Parent Show and Shares
- Parents evenings
- Volunteering to read with children
- Volunteering for school trips



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How can you support your child in becoming a more powerful learner?

Learning does not only happen at school, nor does it end when you leave school. If the pupils at Hoo are really going to fulfil their potential then they will need to be surrounded by adults modelling what it looks like to be a lifelong learner. There are many things you can do at home to support this:

- Be a visible learner for your child. Let them see you learning new things, grappling with difficult ideas and making mistakes
- Involve children in conversations. The best thing you can do is to sit down with your child over a meal and discuss interesting news items or discuss a book you are reading with them
- Let them spend time with you while you are doing difficult things. Let them see you working things out and learning from making mistakes
- Tell your children stories about your learning difficulties. Share your own learning journeys with your child – what did you struggle with at school and discuss what can be done to get over such learning hurdles
- Don't feel that you have to jump in if your child is getting stuck or making mistakes. Let them see that making mistakes is not a bad thing
- Restrain the impulse to teach. Offer them only as much help as they need to get going again once they are stuck and don't tell them everything. Try not to give them the answer – think with them, not for them
- Don't praise too much – use interest rather than approval. Young people who are consistently told they are 'bright' or 'talented' adopt lower standards of success; engage in less challenging situations and under-rate the importance of effort in learning
- Encourage different kinds of computer use. Exercise a little 'light' parental guidance so that the computer not only becomes a vehicle for instant stimulation but also that the computer is used for challenges that require patient thinking and reading

Our curriculum

Our curriculum intent

Our curriculum provides essential knowledge for learners to be empowered with the cultural capital to make changes to the world as educated citizens. It has the breadth and depth required to drive compassion, ambition and ownership in all of our learners through carefully planned and sequenced learning journeys. This will establish deep rooted and uncompromising attitudes and attributes that will permeate through our local community and beyond to create intercultural understanding and respect. These beliefs are firmly embedded in our academy to support children with the necessary skills to be the best version of themselves.



Our curriculum implementation

Our curriculum intent is implemented to meet and exceed the requirements of the 2014 National Curriculum to ensure that our pupils' entitlement is fulfilled.

This is done within the framework of the International Baccalaureate Primary Years Programme (IBPYP). It focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. It is a framework guided by six transdisciplinary themes of global significance, explored using knowledge and skills with a powerful emphasis on inquiry. The PYP is flexible enough to accommodate the demands of the National Curriculum and provides a superior foundation for pupils as they move through their education at the Hundred of Hoo Academy. Pupils will embark upon various lines of inquiry stemming from a central idea. Whilst pupil's interests and prior knowledge are taken into account in the planning of the curriculum, the teacher's expertise in what should be taught and when is prioritised to ensure that we have a clear, coherent and well-structured curriculum.

Within the context of the central ideas (and throughout their school life) the children will be learning how to demonstrate and recognise learner attributes, of which there are 10. The attributes promote learners to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. The ethos behind the programme is to inform learners of global issues and to promote the confidence of taking action and making a difference. From climate change to poverty, and from gender equality and economic growth, children will learn about these in relevant and meaningful ways through a curriculum that ensures that every child achieves their full potential. The vast majority of the National Curriculum is covered through the framework of the IBPYP, however, where explicit skills teaching is necessary, this is done within discrete sessions to be then embedded through the lines of inquiry where meaningful and appropriate.

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Our curriculum impact

In terms of the delivery for Mathematics, this is implemented through discrete lessons following the White Rose Mathematics framework. Where appropriate, adults build in opportunities for children to make connections between learnt facts and new concepts which enables them to develop systematic and logical thinking. Children are able to clearly explain their thinking using mathematical language and a range of representations. In their strive to be the best version of themselves, they will understand how mathematics is essential in all areas of the curriculum and beyond.

Subjects are delivered through a varied and flexible timetable which affords the children opportunities to explore their learning at greater depths without the confines of an overly structured day. This promotes our children's sense of agency and time to take risks within their learning, but also allows teachers to draw on their own pedagogical understanding to best organise curriculum delivery.

As a result of our carefully planned and sequenced curriculum, our children will have opinions and feel empowered to shape informed opinions about subjects, current affairs and their learning. They are able to make links across the curriculum and their learning between lines of inquiry and also over time. Through their understanding of the skills necessary for each subject across the National Curriculum, they can identify and apply these across a range of contexts, understanding that these can be used in conjunction with each other to glean the best learning experiences. Children strive to be the best versions of themselves and understand what this means individually to them. Academically, socially and emotionally, children are supported to achieve this through targeted interventions and feedback within which they are active participants.



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Our cross-phase curriculum

At The Hundred of Hoo Academy we enrich our curriculum opportunities with close work between the primary and secondary phases of school. We maximise upon the opportunity to have the knowledge and skills specific to certain subjects taught with subject specialist expertise. As part of the primary curriculum journey, children from year one to year six are regularly taught linguistics by a specialist Spanish teacher, musicality and performance through their Performing Arts sessions and develop their sporting prowess through a variety of regular sessions with Sports Specialists. This is not exclusive to this list. In years five and six, pupils have the opportunity to visit the Secondary site to experience Science in the specialist lab, drama in the performance space and Spanish in the language lab. Additionally, Primary specialists provide additional support to secondary pupils whose English and Mathematics skills are barriers to accessing the aspirational expectations of the Key Stage 3 curriculum offer.

With all cross-phase lessons, there is close collaboration between Primary and Secondary phase teachers and leaders to ensure that the lessons are carefully planned to ensure pitch and expectations are appropriately matched to the age and stage of the pupils involved.

We believe that our Cross-Phase offer gives pupils the opportunity to develop the core skills identified in the IB Learner Profile. For example being Risk Takers - approaching unfamiliar situations. We also have the opportunity to foster a lifelong interest in learning by providing additional opportunities which many primary pupils do not have access to.

Ultimately, our cross-phase offer enhances pupil's learning opportunities and develops their mindsets to be of a growth mindset. Pupils often feel more confident and well prepared for the transition to secondary as not only are they familiar with secondary staff, but our site as well.

What subjects will students be focusing on?

Students will be participating in the following subjects, based on their year group.

Year 1 - PE, Drama and Music

Year 2 - PE, Spanish, Drama and Music

Year 3 - PE, Spanish, Drama and Music

Year 4 - PE, Spanish, Humanities, Computing, Drama and Music

Year 5 - PE, Science, Spanish, Humanities, Computing, Drama and Music

Year 6 - PE, Science, Spanish, Drama and Music



Cross-phase curriculum intent

Within our all-through setting, students from years R-6 undertake cross-phase learning. Pupils are given the opportunity to spend time with subject specialists and master parts of the National Curriculum. In many cases, this ensures pupils are exposed to areas that exceed the National Curriculum; such as their Spanish and Drama lessons. Within our all-through setting, students from years R-6 undertake cross-phase learning.

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Cross-phase curriculum implementation

From year 5 onwards, many of these lessons take part in our Secondary Provision. This allows pupils to take lessons in subject specialist environments that they may not get the opportunity to access whilst in their primary education such as science labs and drama studios. It also allows them to familiarise themselves with not only our teachers, but with our layout making their transition to The Hundred of Hoo Secondary Academy seamless.

Cross-phase learning encourages pupils to become risk takers with new staff, new settings and new skills. Throughout cross-phase learning, students continue to follow their lines of inquiry to enhance disciplinary knowledge. Pupils have subject specialists that work collaboratively with their class teachers to create bespoke lessons that develop pupils' knowledge and understanding. Students are also given an opportunity to work in a disciplinary manner that helps prepare them for the next steps in their educational journey.

Cross-phase curriculum impact

- Pupils' ability to access primary assessments is enhanced.
- Pupils are more confident in disciplinary learning and therefore their transition to secondary learning is less daunting.
- Pupils' curriculum can exceed the National Curriculum at KS1 and KS2, but in subject areas that are on the KS3 National Curriculum, therefore pupils are more than ready and prepared for their next steps in education.

Our co-curriculum

Hundred of Hoo Primary Academy not only believes in providing a world-class academic offer, but also seeks to provide the enrichment opportunities which help to provide the cultural capital, social and leadership skills and community and global awareness to create well-rounded citizens who are ready for life in a global context.

The primary academy has introduced a Pupil Leadership Team (PLT) which is made up of six pupils from years 5 and 6. This group of pupils meet regularly with the Vice Principal to enact changes with regards to the academy.

As part of our co-curricular offer, every term there are a range of after-school clubs run by both school staff and external providers.



At Hundred of Hoo Primary Academy, the clubs we choose to offer are based both on pupil interest, adult interests and an awareness of curriculum need, e.g. Short Story Club to develop writing, Code Breaking club to develop Mathematical Reasoning, Fizz and Bang for developing Working Scientifically skills etc.

However, our co-curriculum offer is not limited to clubs. With the curriculum being built around meaningful and authentic learning, we try to ensure that any trips, visits and visitors fit into this ethos. Some clear examples of this would be the year five opportunity to interview, via Google Meet, an American when discussing traditions, a year one visit to the local church when learning about special places, visits to academy by STEM ambassadors during Science Week and the whole school visit to the Lion King theatre show in London, following their own performances to parents on stage at Christmas. At the end of last year the children were allocated to the new primary houses of Ocelot, Sunne and Victory.

The decision has now been made to map these to the secondary colleges with children in Ocelot proceeding to Neptune when they move, children in Sunne moving to Forseti and children in Victory moving to Athena. This is a best-fit based on primary houses and secondary colleges and will be used for cross-phase activities and competitions this year. These cross-phase activities will allow for the primary and secondary children to make links with each other in preparation for transition. It will also provide opportunities for both primary and secondary pupils to communicate with each other more and allow for greater cooperation within the student body regardless of whether pupils are based at the primary or secondary site.

The primary small school model will see the children take part in a number of activities and competitions in their houses or with their buddies (who are children that have been paired in the upper and lower year groups that the staff have matched based on personality and interests).

Blended learning

Blended learning is the blend of learning both in the physical classroom and the virtual classroom. It encompasses the good practice of utilising technology and digital platforms in the well established teaching and learning cycle. The whole learning community are active participants in blended learning. Authentic blended learning isn't as simple as facilitating what we do at school to be simply replicated at home. It is an ethos and a culture where traditional teaching methods are interchangeable with digital methods therefore becoming routine and habitual for our learning community.

At The Hundred of Hoo Primary Academy, the Google Suite is the primary digital platform for the implementation of our blended learning strategy. The Google Suite comprises multiple applications that can be accessed via each child's Google account. Every physical classroom has a corresponding virtual Google Classroom. The Google Classroom is used to set assignments, provide feedback, share ideas and resources on the stream and promote collaboration. Other applications encompassed in the Google Suite like Docs, Slides and Sheets are all used to promote effective collaboration and communication of the children's ideas and learning.

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The International Baccalaureate Primary Years Programme

IB Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



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The International Baccalaureate (IB) Primary Years Programme (PYP) is designed for pupils aged 3 to 12. It focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. It is a framework guided by six transdisciplinary themes of global significance, explored using knowledge and skills

with a powerful emphasis on inquiry. The PYP is flexible enough to accommodate the demands of most national or local curriculum and provides a superior foundation for pupils as they move through their education at The Hundred of Hoo Academy. Above is a visual aid depicting the PYP.

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Within the context of the central ideas (and throughout their school life) the children will be learning how to demonstrate and recognise learner attributes, of which there are 10. The attributes include:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

The ethos behind the programme is to inform learners of global issues and to promote the confidence of taking action and making a difference. From climate change to poverty, and from gender equality and economic growth, children will learn about these in relevant and meaningful ways through a curriculum that ensures that every child achieves their full potential.



The Hundred of Hoo Academy is an authorised IB World School.*

**Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme, or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes, visit www.ibo.orginquirers*

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The inclusive environment

The academy aims to give every pupil the opportunity to develop their full potential. It recognises that all pupils have their own particular need and seeks to ensure that each pupil is able to learn, experience success and feel valued in an environment free from obstacles and prejudice.

If a teacher or parent/carer believes that there may be a difficulty which has not been previously identified, they can speak to the Special Educational Needs Coordinator (SENCO) by appointment. The SENCO will then examine the most recent learning data, speak to all of the relevant staff and may undertake or commission additional assessments/ investigations. The views of parents and carers are important to us and vital to this process.

We may intervene if:

- pupils display significantly greater learning difficulties than the rest of their peer group or less than expected progress
- have communication and/or interaction difficulties
- experience difficulty with cognition and learning
- they display sensory or physical difficulties
- display persistent emotional well-being concerns (mental health), or social difficulties and have failed to respond to the academy's intervention strategies

Academy staff will undertake any necessary professional development to deliver Quality First teaching, monitored by middle and senior leaders as part of the regular review and observation cycle. The Senior Leadership Team and the SENCO are involved in ensuring that the setting is appropriate to meet both ability and need. They also ensure that the support staff and specialist resources are deployed appropriately and that interventions impact positively on pupils' outcomes and development.

Our pupils as leaders

There are a number of opportunities for our pupils to exercise their leadership skills and show commitment to roles throughout the school.



Class Monitors

Each class has a system in which monitors are chosen to be responsible for a particular area of the classroom or routine for their class.

Playground Buddies

When pupils are in Key Stage Two, they have the opportunity to be Playground Buddies. This is chosen on a weekly basis and awarded to those children who have demonstrated a principled and balanced approach to school life in the preceding week. While being a Playground Buddie, they support positive play at break and lunch time and support staff in setting up activities during these times.

School Council

Each year, two representatives from each class from Year 2 upwards are voted by their peers to become School Councillors. These pupils attend a fortnightly meeting to discuss school initiatives, consult on school policies and support whole school events.

School Ambassadors

These are chosen by staff for demonstrating the learner attributes consistently and, as a result, are role models to their peers. They are invited to represent the academy at events both in and out of school and to welcome visitors to our school on special occasions.

House Captains

Our school community is divided into four houses, named after ships and vessels important to our local maritime history. They are: HMS Gannet, HMS Victory, HMS Sunne and HMS Ocelot.



House Captains are voted in for each house and are expected to be proactive in leading initiatives, whole school competitions and fundraising for charity.

'Tell me and I forget,
teach me and I
remember, involve
me and I learn'

Benjamin Franklin



We hope you've enjoyed reading through our Primary prospectus and we can't wait to hear from you!

e: office@hundredofhooacademy.org.uk



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**The Hundred of Hoo
Academy**

Further INFORMATION

Please visit our academy website

[The Hundred of Hoo Academy](#)

Admissions information

Find out when our next open event is

[Visit our website](#)

School Uniform

Please visit us to see more information

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LEIGH
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Education for a better world

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