



Leigh Academy
Hundred of Hoo



Primary Prospectus

Aspire | Achieve | Excel

Leigh Academy Hundred of Hoo 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 251443 or email: info@hundredofhoo.latrust.org.uk



Contents

Use our contents page to navigate your way through our prospectus

Principal's welcome

A message from Mike Etheridge

Our mission

About us

Our environment

What our school environment has to offer

Our community

How you can help engage in your child's learning

Our curriculum

What we offer

Our specialist curriculum

The opportunity to collaborate with specialist in specific subjects

Our enriching curriculum

School trips and after school clubs

Blended learning

Utilising technology and digital platforms within our teaching and learning cycle

The International Baccalaureate Primary Years Programme

We follow the IB PYP specifically designed for pupils aged 3-12

The inclusive environment

Our response to students with Special Educational Needs (SEN)

Our pupils as leaders

The opportunities pupils will receive to exercise their leadership skills

Further information

Find our Open Events and more

Welcome

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

Welcome to Leigh Academy Hundred of Hoo

It is with immense pride that I welcome you to Leigh Academy Hundred of Hoo All-Through Academy. Leigh Academy Hundred of Hoo 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 Leigh Academy Hundred Of Hoo, 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 Leigh Academy Hundred of Hoo 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 new 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. 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 is 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.



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
- Parent assemblies
- PTA events like fairs and discos
- Parent Show and Shares
- Parents evenings
- Volunteering to read with children
- Volunteering for school trips



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 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 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 (IB PYP). It focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside.

[A link to our International Baccalaureate Primary Years Programme \(IB PYP\) page](#)

In recognising that to develop the same educational diet within mathematics, requires a more specific route of implementation that is enhanced through the IB PYP. Within the framework of the White Rose Maths Hub and enhanced by the high-quality resources of Power Maths, children develop a strong foundation in the different mathematical disciplines in order to be confident learners that are willing to take risks in solving a vast array of problems.

This is 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. Again, this promotes our children's sense of agency and time to take risks within their learning. We enrich these curriculum opportunities through close work with the secondary phase of Leigh Academy Hundred of Hoo. We maximise upon the opportunity to have the knowledge and skills specific to certain subjects are taught with subject specialist expertise. As part of their curriculum journey children 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. To enhance their experiences within their Central Ideas, children also have opportunities to work with artists, scientists and much more.

Continued on next page...

Our curriculum impact

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.

Children will be able to exhibit this in a variety of ways, including, but not exclusively, through opportunities to informally share their experiences with others including their parents during “Show and Share” sessions, present more formally in assemblies and performances and also through achieving well within statutory assessments. This will be due to the secure foundations developed through their enjoyment of a varied and aspirational curriculum. Ultimately, our pupils are happy to come to school, are active learners and engage wholeheartedly in becoming the best versions of themselves.



Aspire Achieve Excel

Our specialist curriculum

Being part of an all through academy means there are many opportunities to collaborate with specialists in specific subject disciplines, outlined below.

Performing Arts

This is for all year groups on a fortnightly basis.

Modern Foreign Languages (MFL)

This begins in Year 1 and is on a fortnightly basis. The sessions extend as pupils get older.

Physical Education (PE)

This begins in Year 1 and is on a weekly basis. We begin swimming lessons as early as Year 1.



Our enriching curriculum

Academy Trips and Experiences

At Leigh Academy Hundred of Hoo we believe that our pupils benefit significantly from visiting places of interest and we know these experiences will broaden pupils' horizons and deepen their learning.

We will run regular trips to universities, museums, galleries, theatres and sports venues. You will always be informed if your child has been invited to take part in a trip or visit.

We will ask parents for a contribution towards the cost of academy trips where necessary. We do not want cost to be a reason for pupils to miss out, so if parents are unable to make a contribution they should discuss this with the academy.

After School Clubs

At The Hundred of Hoo, we are always looking at new and interesting ways to extend and enrich the learning. Across the school year, staff provide a range of clubs which focus on developing skills, furthering knowledge and having fun.

Each term, children are allowed to sign up for at least one club. Clubs run from 3.15pm until 4.15pm and may require a cost depending on the content. There is an expectation that children will remain in the same club for the term. This will enable them to fully participate in the activities and gain from the experience.

Clubs that we currently offer include; football, karate, choir, computing, crafts and reading. We are always looking for ways to widen this choice and therefore we expect the list of available clubs to grow. We also welcome any suggestions or offers of support for our clubs.

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.

Virtual Clubs are also used to further engage pupils in blended learning but also to provide enrichment to their curriculum when engaging remotely. Virtual Clubs are set up within the Google Classroom for all children to be able to join. They are run by all members of staff, regardless of role, and activities are designed in order to allow pupils to engage with them independently or with the whole family if they chose. Content is uploaded to the Google Stream within the classroom once a week on a designated day and the children are able to upload their own content in response during the week that follows.

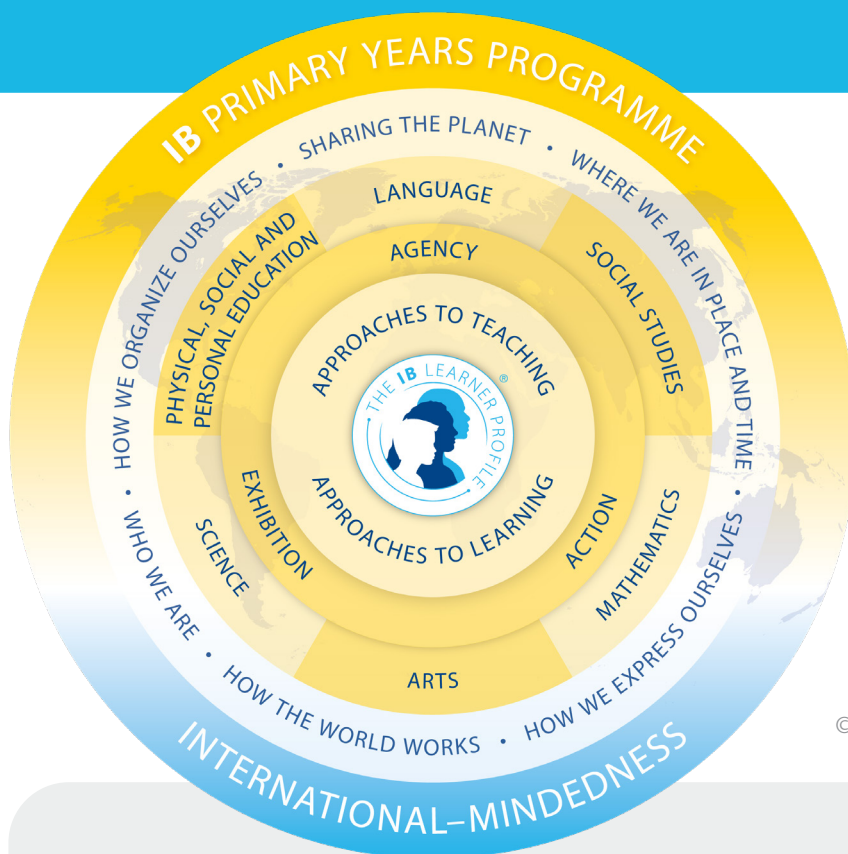
Aspire
Achieve
Excel



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.



© International Baccalaureate Organisation 2024

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 Leigh Academy Hundred of Hoo. Above is a visual aid depicting the PYP.

Continued on next page...

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.



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

**Only schools authorised 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 authorisation will be granted. For further information about the IB and its programmes, visit www.ibo.org*

© International Baccalaureate Organisation 2018





The inclusive environment

The academy aims to give every pupil the opportunity to develop his/her 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: info@hundredofhoo.latrust.org.uk



Aspire
Achieve
Excel



Leigh Academy
Hundred of Hoo

Further INFORMATION

Please visit our academy website

[Leigh Academy Hundred of Hoo](#)

Admissions information

Find out when our next open event is

[Visit our website](#)

School Uniform

Please visit us to see more information

[Visit our website](#)



Leigh Academy
Hundred of Hoo

Leigh Academy Hundred of Hoo
Main Road
Hoo
Rochester ME3 9GT

01634 251443

info@hundredofhoo.latrust.org.uk

www.leighacademyhundredofhoo.org.uk

Aspire | Achieve | Excel



LEIGH
Academies Trust

Education for a better world

Chief Executive: Simon Beamish BA (Hons) MSc PGCE NPQH NLE FCCT

Carnation Road, Strood, Rochester, Kent ME2 2SX

01634 412200 | fax: 01634 412201

info@latrust.org.uk | leighacademiestrust.org.uk

Leigh Academies Trust is a registered company (company no 2336587) and an exempt charity.