

Welcome
to
Hunton & Arrathorne
CP School



Prospectus

2019-20



Caring - Aspiring - Excelling

HUNTON & ARRATHORNE C P SCHOOL
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HEADTEACHER: Mrs J Grainger

Headteacher's Message

Welcome to our school. Hunton and Arrathorne CP School is a small village school in Lower Wensleydale. We believe that the key to a productive school life is for children to feel happy and secure which is something we pride ourselves on at Hunton & Arrathorne. As a small school, our staff know the children well, so they can meet their needs and help them to focus on their next steps, to challenge them and to extend their learning.

If you wish to visit our school you are warmly welcomed to make an appointment through Mrs Godlee in the school office:

admin@huntonarrathorne.n-yorks.sch.uk

Telephone: 01677 450342

Joanne Grainger



We're working
towards Artsmark
Awarded by Arts
Council England





Caring - Aspiring - Excelling

Headteacher: Mrs J. Grainger

Chair of Governors: Mr P. Barber

Vision

Our vision is for our children to develop into caring, open-minded, confident individuals who are able to take their place in our changing world by developing enquiring minds and the skills needed for lifelong learning working towards achieving their ultimate potential.

Aims

We aim

- To develop confident children who recognise the importance of learning from mistakes and who also recognise and celebrate achievements in all areas of school life.
- To meet the needs of all pupils and ensure their inclusion regardless of race, religion, sex and disability.
- To provide our children with challenging, stimulating, purposeful and enjoyable learning experiences in order to develop a lifelong love of learning.
- To set high expectations of behaviour by developing politeness, mutual respect and a sense of personal responsibility.
- To involve children and staff in creating and maintaining a safe, secure, clean and stimulating environment
- To engage with parents in the education of their children
- To encourage our children to take an active part in their local community whilst fostering and maintaining links with the wider national and global community ready to take the next steps in their education.
- To involve children in assessing their achievements and setting targets in order for them to develop in all areas to the best of their individual capabilities
- To keep our resources up-to-date in order to help children take their place in our rapidly changing world.



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Curriculum

The National Curriculum

The primary school curriculum covers the subject areas of English, Mathematics, Science, Design & Technology, Computing, History, Geography, Art, Physical Education and Music. These subjects are taught from Year 1. KS2 children also learn French as a Modern Foreign Language.

English, Mathematics and Science are known as the Core Subjects of the National Curriculum. Greater emphasis is now being placed on these core subjects, with priority given to supporting the development of reading, writing, speaking and number skills across the whole curriculum.

- Development of **English** skills takes place across a whole range of subject areas and not specifically through their designated English lessons. We teach reading through a phonics based approach and parents are encouraged to be actively involved in their children's English work. Speaking and listening is a key skill and we endeavour to provide first hand experiences for the children so they have something to write about.



- In **Mathematics** it is important that children become fluent in their calculations, reason mathematically and can solve problems. We follow a structured progression of mental arithmetic skills that are practised at school and which the children are also encouraged to practise at home.

- An investigatory approach to **Science** forms a significant part of the primary school curriculum and opportunities are carefully planned for pupils to undertake whole investigations. Gradually pupils are given greater responsibility for decision making within these investigations. The science areas are taught as part of a two-year programme.



Art, Computing, Design & Technology, Geography, History, Music, and Physical Education are known as Foundation Subjects in with **Languages** being included for KS2 and are taught to ensure each subject receives appropriate attention. Foundation Stage pupils are encouraged to participate in curriculum work, tailored to their stage of development.

Curriculum

- **Art** is an essential part of the curriculum and we are developing, resourcing and planning for a broad, balanced programme of activities which enables children to use a variety of materials, tools and techniques, including three-dimensional work.
- Designing and making are important parts of the **Design & Technology** Curriculum and we use it as a cross-curricular link.
- Our topic-based approach is particularly helpful in the teaching of **Geography** and **History** for Key Stage 2. In Key Stage 1, **Geography and History**, together with



Science and Language can form a basis for a topic. Educational visits, in these subjects, give the opportunity to see and experience things at first hand and play a very important role. We aim to teach History in a chronological order over a four year rolling programme.

- We consider **Music** to be a strength of the school. Children in Classes 2 & 3 have weekly lessons taught by Mrs Ash. They are encouraged to listen, perform, compose and appraise and to develop music skills, specialist vocabulary, knowledge and understanding through a wide range of musical opportunities. Children in Class 1 have a weekly music lesson which increases their singing and rhythm skills. For the last few years we have entered all children in the Wensleydale Tournament of Song and have received several 'outstanding' judgments.



Curriculum

- Gymnastic activities, games, swimming, athletic and dance are the core activities offered in **Physical Education** at Key Stage 1. Outdoor adventurous activities are then added to complete the balanced programme at Key Stage 2. School takes the opportunity to join in Cluster activities with other schools as often as possible giving the children the chance to try out their skills against other children and also to mix with their peers in the locality.

We consider the ability to swim to be a key skill and the whole school goes swimming every week for ten weeks each term. Foundation Stage join us in their second term.

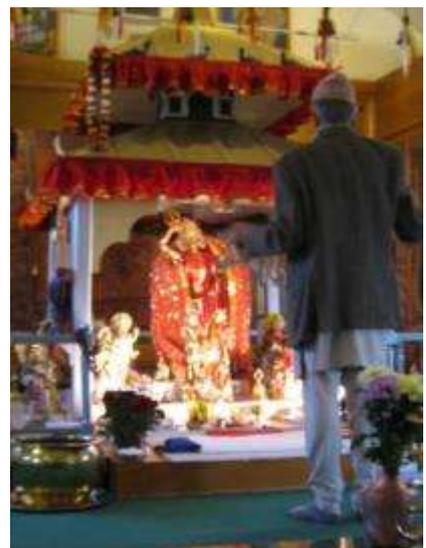


Religious Education



The whole school assembles each day for Christian worship, which includes prayer, praise, thanksgiving, personal reflection and reading of appropriate literature and singing. The content of the assembly may relate to Personal, Social and Health issues, a festival or special day in a religious calendar or from an issue that has arisen in the news and contains a regular global element.

Under Section 25 of the 1944 Education Act parents have the right to withdraw their child from religious worship or instruction after informing the Headteacher, preferably in writing and alternative arrangements may be discussed on an individual basis. The school explores the subject by developing themes based on Christian and other religious teachings and by promoting respect for the world. Our religious education is now taught as an intensive short-term project every half term in order to make the subject more memorable and relevant to the children by linking it with a visit out of school or by inviting speakers into school. We usually use a question as a starter for the children's learning.



Curriculum

'Making it Our Own'

The new National Curriculum stresses the importance of schools to identify their own areas for development and include them in their curriculum. At Hunton we think it is very important that children are given the opportunity to develop their thinking skills, their ability to articulate their thoughts and reasoning and to work in an increasingly independent and mature way. We encourage the children to develop a growth mindset so that they are capable of dealing with challenges and see failure as a positive part of the learning process. Jigsaw Learning, developed by Mrs Saunders, is included in Class 1 where children are encouraged to follow their own roads of investigations and develop independent learning skills along the way.



Residential Visit

Children in Y2/3/4 usually have the opportunity to take part in a short residential visit to Marrick Priory Outdoor Centre where they are introduced to challenging physical experiences and spending a night away from home.



We aim to offer our Y5/6 pupils the opportunity to take part in an annual residential visit which we alternate between an outdoor experience where the children usually spend the week at Beverley Park Outdoor Centre near Pateley Bridge.



For the other year, we visit to an urban area which has usually been London but we have also been to Edinburgh.

Early Years

Curriculum

The foundation stage curriculum is the basis of your child's learning in their Reception year. It is divided into seven areas; three prime and four specific.

- 1: Personal, social and emotional development
- 2: Communication and language
- 3: Physical development
- 4: Literacy
- 5: Mathematics
- 6: Understanding the world
- 7: Expressive arts and design

Each of these areas of learning is broken down into developmental stages, which your child will progress through during the year. The culmination of their achievements will be assessed as 'emergent,' 'expected' or 'exceeding' against 17 Early Learning Goals.



Play and Learning

Play is key to a child's learning and development. Your child will be provided with a stimulating environment in which they can consolidate and adapt ideas and challenge themselves to explore and apply new learning.

Early Years



Reception children will have a balance of child initiated play and adult directed activities in order to deepen their thinking of concepts such as counting or reading. Through engaging and practical activities, both indoors and outdoors, your child will develop independence, co-operation, thinking, speaking and listening skills.

Areas within the environment will aim to instil application of basic number skills, such as counting, size of number, mathematical language and awareness of shape.

Reception children will follow a scheme of Jolly Phonics, learning a sound and action for each letter and Letters and Sounds. This will lead on to reading and writing words and then sentences.



Transition

It is important to us that your child feels happy and safe in their new class. We believe the partnership between school and parents is crucial to your child's future development. In the summer term before your child starts school, the class teacher will visit them in their pre-schools setting. New starters will be invited to spend two half days and one full day in their new classroom, ensuring familiarity with their new surroundings and school 'family.'



A new start inevitably means there is a lot for young children to remember and do in their day. To make the transition to new routines and activities as smooth as possible for your child, please encourage them to:

- dress and undress themselves; having a go at fastenings
- use the toilet without assistance, including hand washing
- share objects and adult attention with others
- follow simple instructions

School Routines

The School Day

Timetable

| | |
|---------------|---------------------------|
| 8.50-9.00 | Children arrive at school |
| 9.00-9.05 | Registration |
| 9.05-10.25 | Session 1 |
| 10.25 - 10.40 | Assembly |
| 10.40-10.55 | Morning break |
| 10.55-12.00 | Session 2 |
| 12.00-1.00 | Lunch break |
| 1.00-3.15 | Session 3 |
| 3.15 | Children go home |

Lunch

Cooked lunches come from Hipswell School, Catterick Garrison and are served in the main building. Children are provided with a lunch menu in advance so parents can choose the days they wish their child to have a school lunch or children may choose a jacket potato alternative. Children may bring a packed lunch (no sweets or chocolate bars please) which are eaten in a KS2 classroom - please provide all necessary items of cutlery and crockery. Children may also go home at midday. Two Midday Supervisors share the responsibility of caring for the children during meals and in the playground.

After School

Clubs are currently run during lunchtimes and after school on some afternoons during the school year. These are usually led by teachers at the school although they may occasionally involve external providers. The clubs offer a variety of activities during the course of the year .

Wraparound Care

School provides before and after school care in school from 8.00a.m. until 5.00p.m. (4.30p.m. on Fridays) which is staffed by our teaching assistants. Further information can be found on our website under School Information 'Wraparound Care'. It is very popular amongst our parents.

School Attendance

Attendance

It is very important that children attend school regularly .

School Level Absence for 2018-19:

Absence Rate : 3.43% National Level : 4.2% (2017-18 Autumn & Spring terms)

If your child is unwell and unable to attend school, we ask that parents/carers contact school before 9.00a.m. stating the nature of the illness. We then require a written note for our records on the child's return to school.

Contacts

We may need to contact you during the school day, so please make sure we have up-to-date telephone numbers (including mobile) and the number of a relative or friend who can take responsibility if we cannot reach you.

School Uniform



Boys

Black trousers or shorts

*Red or white polo shirt

*Navy sweatshirt

Black shoes

Girls

Black skirt, culottes or trousers

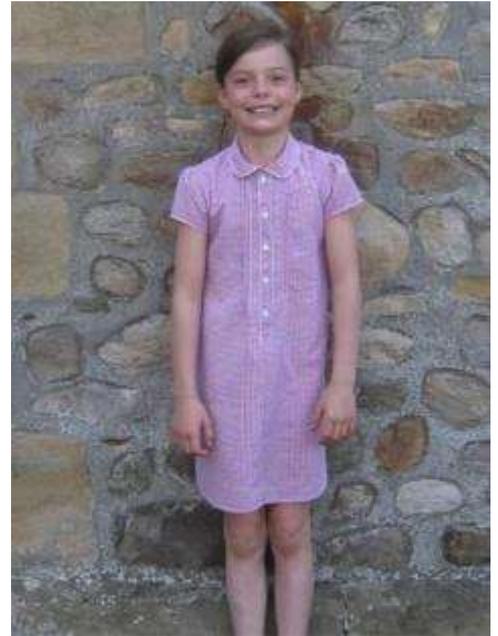
*Red or white polo shirt

*Navy sweatshirt or cardigan

Red school dresses may be worn

Black shoes. Sensible sandals may be worn in better weather.

In bad weather, children who come to school in wellington boots should bring a change of shoes (not slippers) for wearing indoors.



*These items can be ordered from School.

Please label clothes with your child's name. Most uniform clothes now have labels with a space where names can be written. A lot of time can be spent trying to reunite clothing with its owner if names are not provided.

Long hair to be tied up please.

Watches and up to one pair of stud earrings are permitted jewellery which are worn at the children's own risk.

PE Kit

Black shorts

White t shirt

Trainers for outdoor PE

Tracksuits/ jogging bottoms + sweatshirts if necessary for PE outside in cold weather – not colour specific.

Jewellery is not to be worn in PE lessons. Earrings must be removed by the child or preferably not worn to school on PE days.

Parents and the Community

INVOLVEMENT OF PARENTS

We are always extremely pleased to welcome parents into the School to share in the partnership and success of learning. Parents can and do help in so many ways - the list is always growing:

- Supporting children with their reading
- Assisting with swimming routines at Richmond Swimming Pool
- Transporting children to sport and music functions
- Attending educational visits

Parents are always welcome to discuss any questions or concerns regarding their child's educational development and welfare. Staff are available to speak to in the playground at 8.50 every morning and at the end of the day for short messages. In respect of privacy, and also to ensure appropriate time and thought can be given to concerns, please make an appointment to see your child's class teacher or the Headteacher before school or at the end of the day if necessary.

COMMUNITY LINKS



With the majority of parents living locally, Hunton & Arrathorne Community Primary School plays an important role in village life. Staff & governors recognise the value of developing and strengthening the school's links with the local community.

The Vicar of Patrick Brompton Church is a regular visitor to school and also leads our Christmas Services. The Methodist minister visits school to lead assemblies and our Harvest Service usually takes place at the Village Methodist church.



Many children at the school take part in the annual village pantomime and to recognise this, the local amateur dramatic society, H.E.A.D.S., have made a number of donations to the school from proceeds of the Pantomime.

We continue to make links with other schools within the Bedale Cluster. We have arranged our annual residential visit with other schools and regularly take part in inter-school sporting activities. We have shared experiences like skipping workshops and drama presentations with other schools as this makes the whole experience more affordable for our parents.

We have arranged regular visits from the health service and police.

To make our children more aware of their place in the local and wider community, we organise regular visits as part of our curriculum work and also arrange for people to visit us at school.



WHAT PEOPLE HAVE TO SAY ABOUT OUR SCHOOL:

OFSTED: 'The school's motto, 'caring, aspiring, excelling', is central to all that the school does. Your focus on creating a warm and caring ethos means that pupils are happy and feel well supported. All staff are proud to work at the school. As this is a small school, staff know every pupil well and can, therefore, support their needs. Staff show the upmost commitment and dedication to the pupils and the community they serve.'

Parents say the strengths of the school include:

Individual/bespoke support for each pupil as an individual learner

A willingness to listen & act quickly when a child or parent is worried about anything.

Prevention & control of first signs of bullying/upset.

The community feel and small numbers lead to a very strong sense of team spirit and a warm learning environment.

The way it encourages a 'family feeling' between pupils. It is a very caring and supportive school.

Well behaved children who are respectful both in and out of school.

The **children** say they like it because:

'I really like it because everybody feels welcome and we can feel like we belong there.' 'Outdoor learning' 'People care about other people'
'I can always talk to my teacher' 'Teachers listen to your opinions'
'I feel safe when I enter school' 'Everyone is included in what we do'