

# Prospectus 2018

SIAM's "Outstanding School"  
January 2018

# Hollinsclough CE Academy

*'Developing  
Potential and Christian Values in a Nurturing School'*



Founding Member of 'The Praxis Trust'

# Hollinsclough CE (VA) Academy

*'Developing Potential and Christian Values in a Nurturing School'*



## About our School

What are we, what do we do and what can we offer your child?

Hollinsclough CE Academy is set within the rolling hills of the Peak District National Park, close to the foot of Chrome Hill, regarded by many locals of being more like a mountain than a hill.

We are a Church of England Academy, and our Christian values are at the heart of all that we do, from fostering close links with our local churches to welcoming children and families from all other religions and those of a secular viewpoint.

We strive to ensure the needs of all children are met, and we provide a range of individual learning programmes and approaches suited to their needs. We encourage all our children to learn with confidence and reach their full potential within a secure and supportive learning environment.

## Our Mission Statement paves the way

*'To encourage high levels of achievement, through the enthusiasm and joy of learning, coupled with a creative curriculum and a holistic approach to education that reflects Christian values and supports our community.'*

*'We guarantee accessibility and availability to all.'*

## Our Ethos – 'Developing Potential and Christian Values in a Nurturing School'

### Our Vision

Our school provides a happy, stimulating, secure, safe, and nurturing environment that offers all of our children an equal opportunity to develop their own individual abilities and personalities, helping to unlock their potential.

Our approach equips all of our pupils with the knowledge, skills, concepts, attitudes, and values offered by our broad and balanced curriculum, fostering a lifelong love of learning, in an atmosphere where pupils, parents, and teachers can effectively work together enhancing the education provision for all. Our children appreciate the benefits of healthy living and physical fitness, which along with their learning experiences give them a sense of personal self-respect and confidence, arming them with the tools to make a positive contribution to society and an appreciation of the environment.

## SIAM's comments and quotes January 2018

*'Pupils want to attend and feel safe, happy and challenged to be caring young citizens of the future.'*

*'Pupils' progress is tracked rigorously, to target intervention and support'. ..... 'Regular, rigorous monitoring is a feature ensuring quality is sustained' ..... 'Teaching is consistently strong and effective enabling pupils to progress rapidly. As a result, all pupils are in line or above national expectations by the time they leave the school'.*

*'Pupils are sure that 'Our values are very important in teaching us how we should live and what we should do or not do.' ..... 'Standards in RE are at least in line with or above national expectations'.*

*'The principal, through her distributive leadership approaches, has developed a team that is passionate about facilitating children's learning'.*

*'Parents appreciate the close partnership with the school and travel considerable distances to benefit from the flexi-schooling approaches offered.'*

*'School leaders and governors are committed to raising standards and developing the school as a distinctive church school' ..... 'The Chair of Governors, who is a member of the Trustees Board of the MAT, has provided a communication link and consistent support'.*

**Marianne Philips – Lead Inspector  
January 2018**



## Welcome to Hollinsclough CE (VA) Academy

### A message from our Principal

Our Academy is a caring and supportive community, reflecting the welcoming nature of our beautiful village tucked away in the Staffordshire Moorlands.

Our unique location is conducive to supporting your child's learning potential, bringing out the best in all, both academically and socially.

Being a small school catering for all ages from Pre- Reception through to Year 6 (3+ to 11+) we can offer near one to one tuition within the framework of the state school system.

Our promotion of Flexi-Schooling is unique and a key feature of what we offer as a school. Children who attend our school this way can benefit greatly from our supportive approach, in an environment where everyone is treated as an individual.

I look forward to welcoming you to our school.



**Janette Mountford-Lees**  
Principal

*"An educators most important task, one might say his holy duty, is to see to it that no child is discouraged at school, and that a child who enters school already discouraged regains his self-confidence through his school and his teacher. This goes hand in hand with the vocation of the educator, for education is possible only with children who look hopefully and joyfully upon the future"*

**Alfred Adler**  
1870 - 1937  
Psychotherapist

### A message from our Chairman of Governors

Developing the potential of your children requires teamwork, our teaching and support staff here at Hollinsclough Academy are dedicated to the educational success of your child or children, our efforts are also supported through our membership of The Praxis Trust and guided by the views of our Governors, parents and the key ingredient our pupils (and in the near future hopefully your children).

The Governing Body at Hollinsclough is a dedicated group of volunteers elected to office and made up of Parents, Staff, Local Community, and Diocesan representatives.

We work with the Senior Leadership Team and other outside bodies to innovate and lead the strategic development of our academy.

Our role as Governors is to both challenge and support all teaching staff, encouraging a positive risk-taking approach in the delivery of all elements of education and working with them as a '*critical friend*' through the monitoring and evaluation of their performance as a whole.

Our surroundings and location provide a stimulating environment and we make full use of it. We see this as one of our best resources, and when taken together with our approach to teaching and small class sizes, it helps to ensure our pupils achieve their full potential in every area of the curriculum.

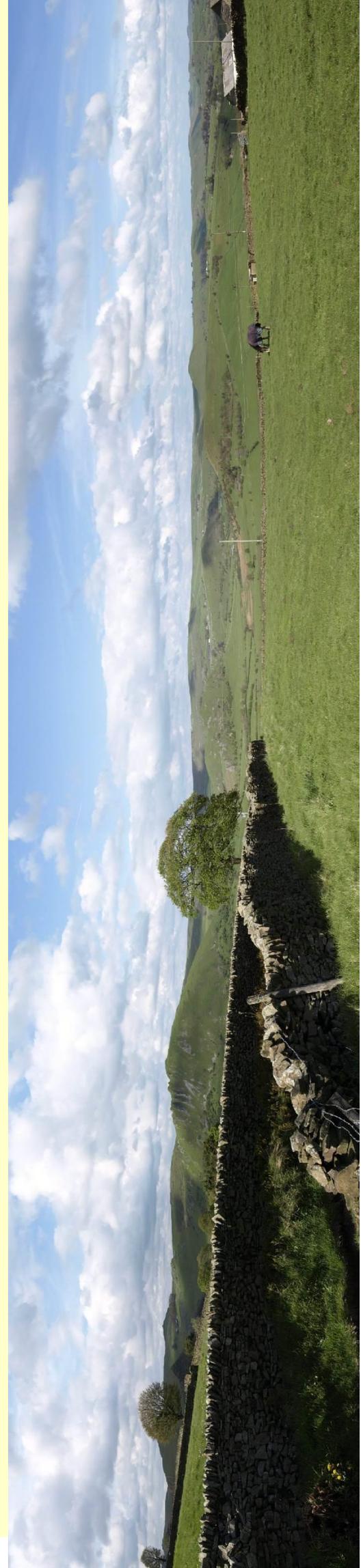
When looking at the development of our pupils over the long term, we see individuals who enter the academy at 3 ½ and leave at the end of Year 6 as mature, well-rounded students ready for the challenges of High School and life beyond.

The maturity our pupils develop helps to foster a growing responsibility for themselves and the world around them. This is reflected in the work they produce and the responses they give when questioned.

We hope that the next few pages will help to show most if not all that we can offer your child or children and you. If this is the case, I/we will look forward to welcoming you personally to our academy.



**Justin Wilson**  
Chairman of Governors and Trustee



## Academy Organisation

Our School day begins at **8:45am**. We welcome early arrivals from 8.15am

School Day ends at **3:15pm**.

### Lunchtime arrangements

Whole school 12:00pm to 1:00pm.

Our children can have a school dinner or bring in a packed lunch. *(If you choose the latter option please ensure that the lunch box is clearly labelled with your child's name).*

We encourage our children to make positive healthy eating choices and therefore we discourage the consumption of sweets, crisps, chocolate and fizzy drinks.

Chewing gum is forbidden and not permitted anywhere on site.

### Clubs

We offer several school clubs during the year, these have and can include Meditation, Sports Coaching, Chess, Boxercise, and Outdoor Genius (our version of Forest School). These are held both after school and / or during lunchtime.

Although we do not offer a breakfast club we can accept your children from 8:00am if your personal circumstances require this facility. All that we ask is that you let us know in advance and if your child or children require breakfast facilities.

### General Health & Well-being

It is important that we are made aware of any medical conditions etc. that affect your child or children.

If your child or children fall ill it is also important that we have clear contact details for either you or another nominated contact / carer and that you or they are always contactable.

Medication can only be administered by arrangement and only if clear guidance is supplied by your doctor / pharmacist. This medication must be handed to the school office. Children are not permitted to hold any medication.

In the interests of basic hygiene all children are required to have their own water bottle; cups are only provided at dinner time with a school meal.

### Pupil Voice

Despite being a small academy (62 children max) we have an active pupil house system where our children meet on a regular basis to discuss a variety of issues affecting them, the academy, and the world generally.

### Academy Policies

There are a range of policies relating to life here at Hollinsclough, if you require a copy of a specific policy please contact the academy office via email on [office@hollinsclough.staffs.sch.uk](mailto:office@hollinsclough.staffs.sch.uk) .



## Code of Conduct

Here at Hollinsclough we have high expectations of behaviour and conduct towards all.

Our approach gives clear guidelines and offers rewards, for following our class rules.

To support this approach we endeavour to foster a strong home / school understanding, setting out a clear and positive approach, supported by you as parents / carers, your child / children and the school.

## Safeguarding and Child Protection

**Section 175 of the Education Act 2002** requires that our Governing Body make arrangements to ensure that all children are safeguarded and their welfare is promoted. To support this approach our staff and governors have received appropriate training that will allow them to discharge their duties in line with S175 and to sign post parents and families to a range of support services available within the Local Authority. This can also extend to our having to act on behalf of a child or family if circumstances dictate such a response.

## AEN, Inclusion, and Equal Opportunities

Hollinsclough Academy prides itself on the open access we offer to all pupils.

We are a small academy and are therefore well placed to offer a more personalised, flexible approach to learning irrespective of race or religion. We can offer dedicated assistance in support of a pupils' physical, social, emotional, and behavioural development.

In conjunction with the requirements of the **Disability Discrimination Act 2005**, we promote equality of opportunity through our Accessibility Programme (Plan). This ensures that we constantly review all aspects of the access to learning we offer, giving our staff the ability to organise the building and teaching practice to address the changing needs of both our present and potential pupils.

Our Governors and staff are committed to ensuring that we provide an inclusive and equal access environment for all.

## Flexi – Schooling

Hollinsclough Academy is recognised as the 'Home of Flexi-Schooling' and one of a small but growing number of small schools who offer this arrangement.

We firmly believe and fully support a parent's right to choose how they wish to educate their child or children.

***"The respect of parent's freedom to educate their children according to their vision of what education should be has been part of international human rights standards since their very emergence."***

***'The Special Rapporteur to the United Nations Commission on Human Rights  
8th April 1999'***

What we offer is the opportunity to have a clear working relationship with our academy, so that home education can be supported, and so that each child is able to experience the National Curriculum in a positive manner, the way it was originally intended.

Here at Hollinsclough Academy we endeavour to tailor our support to suit your needs, working with you to facilitate your desire to have a greater involvement in the education of your child or children.

All children registered at our academy have access to a range of activities, from what we term Flexi-swimming lessons, sports competitions and extended social interaction, to other enhancement activities, events and excursions.

We have developed close links with our own Elective Home Education team (EHE) within Staffordshire County Council, along with the same teams from Trafford, Cheshire East, Cheshire West & Chester, and Derbyshire authorities. We also have links to the Elective Home Education facilitator, Education Otherwise. Please refer to our website for updates, news and other information. We would also strongly recommend the **Flexi-schooling families** website for parents who are considering a move from either formal education or Elective Home Education into Flexi-schooling.





## Admissions

Our Academy is its own admissions authority; we have our own admissions policy that extends to and embraces the admission of children with disabilities, both from a physical and learning perspective.

Generally pupils are admitted to the Reception Class in the academic year in which they are four. This class has an admission limit of eight pupils, we also have a pre-reception class for up to four pupils aged 3+.

It is intended that the number of pupils to be admitted to the school at the normal age of entry in an academic year will not exceed eight.

If the number of pupils seeking admission to the school exceeds the number of places available then a set criteria is available in school.

## Our Curriculum

We cover all of the current National Curriculum subjects within our '**Creative Curriculum**', which is a curriculum that incorporates big ideas, varied and engaging activities and a sense of continuity as a way to stimulate students and teachers. We use the National Curriculum as a baseline, from which our staff endeavour to create a relevant and stimulating learning programme tailored to the needs of each child.

We aim to inspire our pupils to realise their potential from within a caring and supportive environment, reflecting our strong Christian ethos.

We celebrate individual differences, with children having their own goals, while at the same time encouraging them to develop an awareness of their place in the global community - thereby growing to understand their role in supporting and caring for each other and the natural environment around them.

## Religious Education

We are a Church of England Academy, and we follow the Diocese of Lichfield syllabus, which includes other world religions. By exploring issues within and across faiths, pupils learn to understand and respect different religions, beliefs, values and traditions and their influence on individuals, societies, communities and cultures.

RE is supported by our local Church of England vicar, and also by one of our Governors, who is an ordained minister. We also have strong links with our local Methodist Chapel and ministers in the village.

RE is taught in a variety of ways, including topic work and stories. We endeavour to provide stimulating activities whilst working towards the standards set by the diocese.

## Physical Education

Our academy provides a range of sporting opportunities. We have our own specialist PE teacher and also we invite local PE specialists. We believe that physical activity not only improves health, reduces stress and improves concentration, but also promotes correct physical growth and development. Exercise has a positive influence on academic achievement, emotional stability and interaction with others.

Through sport and other physical activities, our children will learn about their responsibilities both as individuals and members of groups and teams. They learn to co-operate and to compete fairly, understanding their own and other's roles. We also offer Flexi-Swimming lessons where parents arrange a block of lessons after school at venues close to their home address, as long as the lessons take place with insured and CRB ASA qualified instructors,

## Outdoor Adventure experience

Each year we endeavour to offer a week-long series of events and activities aimed at the whole school. These events include; canoeing, rafting, boat-building, climbing, walking, educational visits and archery. Additionally, camping is available to our Upper Key-Stage Two children. Our rural location and connections with specialist providers gives our academy the ability to offer a range of outdoor experiences on an almost daily basis.

## Personal, Health, Social, Emotional and Citizenship (PHSE&C), including SRE (Sex and Relationships Education)

PHSE&C involves all aspects of academy life and our pupils are encouraged to lead and take responsibility for all issues that affect their lives, from the environment to health, wellbeing, and relationships.

With our encouragement, our children can explore the issues through a range of workshops, assemblies and everyday lessons, and they are allowed to express their feelings and views along the learning pathway and learn about how to deal with issues such as bullying, including homophobic bullying. Our older children have the opportunity to be involved in SRE (**Sex and Relationships Education**) workshops.

## English

Our teaching of this basic skill is the key to understanding all other areas within the curriculum. We use 'Active Literacy' strategies to engage our children.

### Speaking and Listening

Our pupils are given opportunities to both speak and listen, from Foundation through to Year 6. These opportunities include class and group discussions, drama, and role play. Over time they develop confidence, articulating themselves well across a variety of audiences and then listen and respond appropriately when questioned.

### Reading

We have a well-stocked library supporting all areas of the curriculum, children can also access to the county library van each month via their own personal library card. Each classroom also has a reflection/reading corner with a collection of age-appropriate texts.

We use a variety of structured reading programmes suited to individual children and their abilities, with individualised one-to-one teaching support, which over time helps to foster a lifelong enjoyment and love of reading.

### Writing

From our Foundation Class through to Year 6, writing forms an important element of the school day.

In the early years our pupils are taught using a range of Phonics materials to support development. This method helps to promote writing skills. Phonics and spelling lessons continue throughout the school, alongside the teaching of grammar.

Supported by various teaching strategies, our pupils are given the opportunities to write in the different genres. This approach allows them to develop as both individuals and skilful writers across the curriculum and beyond.

## Mathematics

We promote the developmental skills in numeracy on entry to our Foundation Class through play-based learning, use of concrete aids and discussion. The 'concrete/pictorial/abstract approach to teaching and learning is followed throughout the school, including the use of bar modelling and other strategies that promote depth of understanding. We have also adopted an 'Active Maths' approach in mathematics.

We make use of classroom products such as Numicon and an excellent suite of software packages to support learning both on an individual basis using laptops and desktop PCs, through to whole class groups using our interactive whiteboards. Our pupils understand and appreciate the importance of mathematics and its relevance in the world of today, including money management.

## Science

Children live in an age of fast-moving science and this area of learning is fundamental to exploring, understanding and influencing the natural and made worlds in which we live. Our aim is to build on the children's natural enthusiasm and curiosity to find out about phenomena and events in the world around them and make better sense of their environment. Science is taught both as a discreet subject and as a part of the creative curriculum depending on the focus of the unit, and draws positive energy from our location within the Peak Park.

## Environmental & Outdoor Studies

We work closely with our local **Peak Park Rangers** to promote our pupils' understanding of environmental issues, which is further enhanced by visits to the river in our village and further afield to venues such as Tittesworth Reservoir. We also offer our take on the Forest school concept and to do this we use the services of external providers, who provide fully qualified forest school practitioners to help develop our children's interest in the outdoors. This provision offers our pupils the chance to enjoy outdoor fun including den building, exploring, survival, bush craft and responsible use of fire, whilst being challenged through a variety of focused tasks that develop the use of traditional skills, tool use and awareness of how to keep safe.





## Geography

Geography and the environment are features that form part of the enjoyment of learning at our academy, and given that we are situated in the Dove valley at the foot of Chrome Hill, we have access to a wealth of information to support studies in this area. We wish to stimulate, inspire and encourage our pupils' understanding of the world.

Geography is used by our children to develop knowledge, skills, and understanding relating to their own environment and others who live there. From this they develop an awareness of the wider world and the issues that are important to others beyond the horizon. Our children develop the knowledge, skills, and understanding of people, places, and environments at different scales in the United Kingdom and overseas, and have the opportunity to share in first-hand experiences and active learning both inside and outside the classroom. Our rural location means that fieldwork features highly and develops our children's awareness and expands their experiences in what is an interesting subject. Working alongside our Peak Park Rangers our children can expect to enjoy a number of offsite walks to find the source of the River Dove, explore Chrome Hill, and orienteering opportunities.

## Computing

Our academy endeavours to prepare our children for the rapidly changing world in which they will work and live, and gives them access to other activities which are increasingly transformed by this varied and developing technology.

Our computing curriculum focuses on three main areas; Computer Science, Information and Communication Technologies and Digital Literacy.

**In Key Stage One** our children explore through a variety of structured activities and they become familiar with the hardware and software that supports the National Curriculum. Computing plays an integral part in their learning timetable, cutting across all subjects.

**In Key Stage Two** our children have access to robotics, coding and debugging methods, along with access to information sources, including the internet. These facilities support their work in all areas of the curriculum. From this they develop their research skills and decide what information is valid and relevant for their work.

The learning process gives our children the additional skills required to allow them to amend their work and present it to differing audiences. Increased capability in Computing helps to promote initiative and independent learning.

All of our classrooms have interactive touch screen displays driven by the latest IT equipment and most up to date software packages. This provision is also available to all pupil desktop, laptop and tablet computers with each suited to age. We will strive to keep children safe online and provide them with the knowledge and tools to do so. We will also empower parents, carers and the wider community with up to date information regarding keeping children safe online.

## History

The History curriculum takes our children through a variety of periods and themes. We believe that the teaching of History enables our pupils to have a growing understanding of how we find out about the past. We endeavor to equip our children with the key skills of chronology, questioning, investigation and comparison. From the aims set forward in our History policy we aspire to develop our pupils' historical awareness of gender, moral, cultural and spiritual issues.

We also visit local historical attractions such as the Under Whittle Tudor Farm, and visitors, such as workshops led by a qualified archaeologist.

## French

Every child in Key stage 2 has the opportunity to study French. It is widely believed that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life and we aim to provide our pupils with the tools and skills required to do this.

## Creative Development

### Art

The teaching of Art offers our children the opportunity to express themselves and find their own style and approach to the subject. We aim to engage, inspire, and challenge pupils to develop their knowledge and skills to experiment, invent, and create their own works of art, craft, and design. They will also learn how art and design contributes to the culture, creativity and wealth of our nation.

Each year we have an **'Awe and Wonder'** week, with visiting artists, musicians, and drama teachers

To support our children's developing interest, we look at the works of a number of well-known artists and research a variety of art forms and cultural expressions.

Our children are given access to a variety of media in order to extend further their early experiences. Our children's artwork has been displayed at the **Mitchell Arts Centre** in Stoke-on-Trent, and at the **Buxton Opera House**.

### Music and Drama

At Hollinsclough, we recognise the educational, spiritual and creative worth of Music in the curriculum. We have embedded Music into the life and ethos of our school, and this is shown by the provision of a Music Specialist, as well as regular opportunities for children to engage in musical activities such as concerts and performances, including taking part in the **Young Voices Choir in Manchester**, and inter school performances. We have our own band, called **'The Other Direction'**. The band and our school choir have performed on several occasions at the **Mitchell Arts Centre** and a number of school venues.

### Design and Technology

Design Technology compliments subjects such as Art and Design, Science and ICT. Work often connects with on-going topics in these areas which allows pupils to understand the importance of designing and making in everyday life. It allows them to become aware of how technology is all around us and how technology advances.

Pupils are encouraged to investigate, plan, adapt and evaluate their work while working on their own, in pairs and small groups. This develops their co-operation and understanding of how people have differing areas of strength and expertise.

### Food Technology

Food Technology includes two days celebrating the 'Great Hollinsclough Bake Off', where children compete to make the healthiest meal or snack

### Reports

Each year you will receive a written report reflecting the educational progress of your child, and it is issued to you at the end of the summer term.

From time to time we also provide online access to our tracking system for parents with children in our Early Years/Foundation Class – this access is restricted to your own child or children. These reports contain the results of the assessment outcomes linked to your child's individual attainment.

In the near future we shall be looking to make similar reports available online to parents with children in the main school.





## Our Foundation Class

Our Foundation Class is aimed at children from 3+ to 5 years.

Our teaching provision follows four guiding principles shaped on the view that:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through positive relationships
- children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- children develop and learn in different ways and at different rates

Our framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.

### The areas of learning and development

There are seven areas of learning and development that shape educational programmes in early year's settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships, and thrive.

### We call these three areas, the 'prime' areas

**Communication and language** development involves our children gaining the opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves and to speak and listen in a range of situations.

**Physical development** involves the provision of opportunities for our children to be active and interactive and to develop their co-ordination, control and movement. They are helped to understand the importance of physical activity and to make healthy choices in relation to food.

**Personal, Social and Emotional development** involves helping our children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups, and to have confidence in their own abilities.

### The prime areas are supported by the following four 'specific' areas of:

**Literacy development** involves encouraging our children to link sounds and letters and to begin to read and write. They will be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

**Mathematics** involves providing our children with the opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems and to describe shapes, spaces, and measures.

**Understanding the world** involves guiding our children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology, and the environment.

**Expressive arts and design** involves enabling our children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

### An Enabling Environment

*"Children learn and develop well in enabling environments, in which their experiences respond to their individual needs, and there is a strong partnership between practitioners and parents and carers."*

Development Matters in the Early Years Foundation Stage  
(EYFS) Early Education 2012

An enabling environment is crucial in supporting and extending children's learning and development. We offer an effective environment that will contribute to your child's emotional and physical well-being and offer opportunities for them to demonstrate different characteristics of learning.

A positive emotional, indoor and outdoor environment can inspire, motivate and engage children in active learning.

Our '**Enabling Environment**' is based on the:

- value of all people
- value of all types of learning

To achieve this, we offer:

- stimulating resources, relevant to all the children's cultures and communities
- rich learning opportunities through play and playful teaching
- support for children to take risks and explore

## Contact Details

If you are interested in your child or children coming to our school and you would like to visit, please call us on:

**Telephone**

**01298 83303**

**Fax**

**0872 115 6280**

**Email**

**office@hollinsclough.staffs.sch.uk**

**Website**

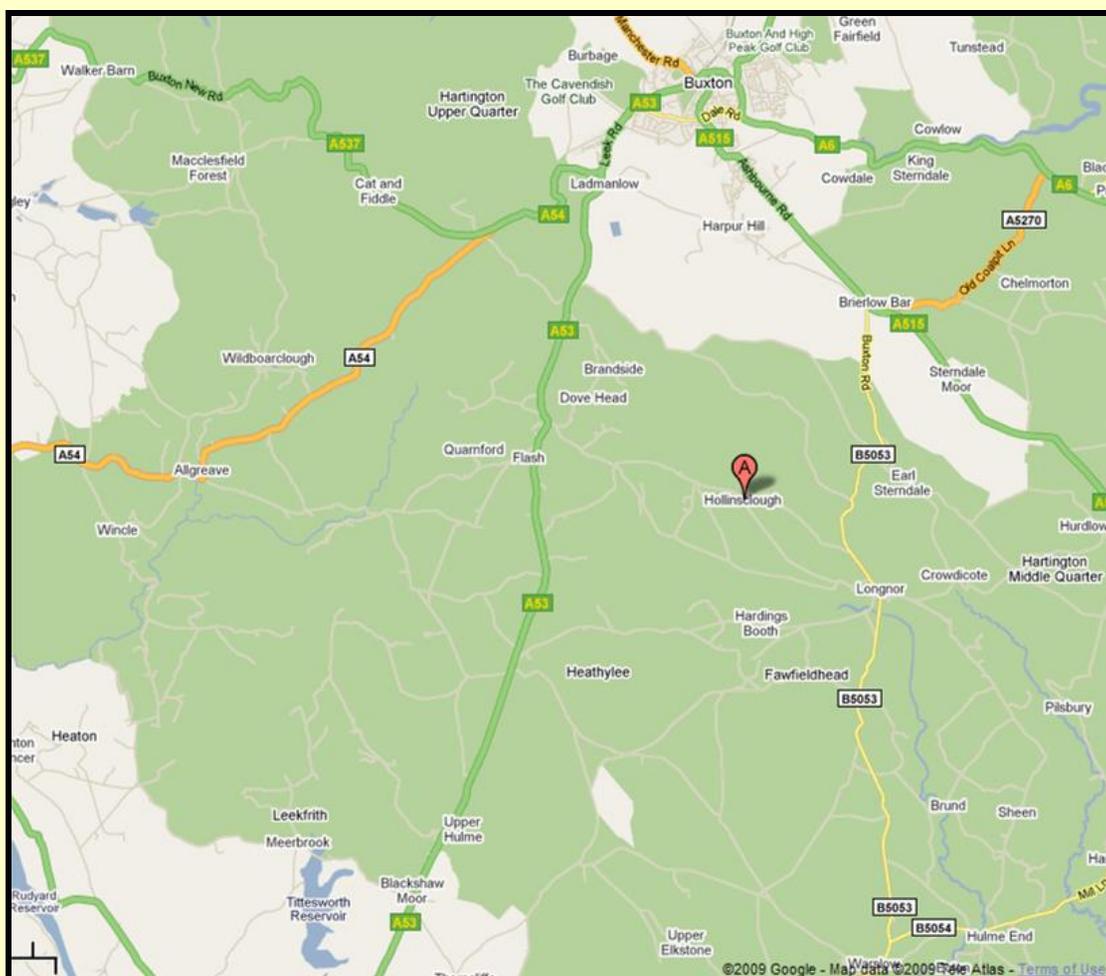
**www.hollinsclough.staffs.sch.uk**

**Postal Address**

**Hollinsclough CE Academy**

Carr Lane  
Hollinsclough  
Buxton  
Staffordshire  
SK17 0RH

## Location map



## Our Staff

**Principal**

Mrs Janette Mountford-Lees

**Teachers**

Miss Heather Brookes

Mrs Lynda O'Sullivan

**EYFS Practitioner**

Mrs Lisa Edgecox

**Teaching Assistants**

Mrs Carol Malbon

Miss Emily O'Sullivan

**Bursar**

Mr Stephen Malbon

**Site Staff**

Mrs Mary Gerrard

Mrs Susan Ball



## Governance

Our Governing Body is made up of members of staff, parents, and a mix of Diocesan and Trust board representatives.

Each governor has a specific role overseeing the various curriculum and committee areas, along with supporting and promoting school life. Details of present Governors and roles are available on request from the school office or via the school website <http://www.hollinsclough.staffs.sch.uk/governance>.



Outstanding **SIAMS**  
2018

Cover photographs  
Top - present school building,  
Bottom - our former school building, St Agnes Church

All pictures are the copyright of Hollinsclough c e Academy - 2018



The Praxis Trust