



HUNTINGTON SCHOOL
LEARN AND SUCCEED





“We believe that positive, respectful relationships between everyone in our school are crucially important in making Huntington an exciting place to study.”

Headteacher
Matt Smith

At Huntington School, we strongly believe that people matter most! We believe that our school is made a special place by the students and staff who come here together to learn. We believe that positive, respectful relationships between everyone in our school is crucially important in making Huntington an exciting place to study.

We think that we have created an atmosphere at Huntington where we can all thrive together, where the conditions for growth are just right. This was recognised by Ofsted during our last inspection in November 2023 and their report stated that *“This is a school full of opportunities. The school opens doors to new experiences and broadens pupils’ horizons. Pupils are polite, friendly and highly motivated to do their absolute best.”*

Our school focuses on building positive and respectful relationships among everyone in our community because we know how vital they are for creating a perfect place to learn. At Huntington, we’ve made conditions where everyone can thrive together, making sure there are great chances for growth for each person. As you read through this prospectus, you’ll hear directly from the Huntington community, giving you a taste of what life is like at our school; to enjoy the full sense of Huntington School we hope that you will visit us to experience the vibrant ‘Huntington’ atmosphere at first hand; please just contact us at any time of the year for a tour.

We look forward to meeting you.



Our school has three core values: **Respect, Honesty and Kindness**. Every single person is expected to try as hard as they can to live by these values every single minute of every single day. We think that if we can all be respectful, honest and kind we will have a school where we can all enjoy being successful.

- Our school motto is **Learn and Succeed**. We feel that this epitomises the purpose of why we all come to school. We come to school to learn – both, academically but we also learn how to succeed as confident people.
- Our school is a safe, inclusive and welcoming community that everyone feels proud to be part of.
- We hold high ambition, positive relationships and mutual respect at the core of our school culture.
- Our school develops confidence, resilience and independence for all by delivering a high-quality, evidence informed education.
- We celebrate our achievements, learn from our mistakes and support each other to be responsible and hard-working citizens.





At Huntington School, in partnership with parents and carers, we have a responsibility to prepare students for success in their ongoing education or career, and for life in modern Britain.

The curriculum we provide extends beyond the academic, technical or vocational, and we are committed to also educating students about how to be responsible citizens.

Our Personal Development programme is carefully planned and considered so that it provides students with the knowledge that they need to make decisions, strengthen them personally, and contribute to building their character.

It includes the following aspects:

PSHE

One of the main ways that we prepare young people for the next step in their education and their later employment is through a comprehensive and thoroughly planned PSHE education programme.

PSHE (personal, social, health and economic education) is an important and necessary part of all students' education. The Department for Education states that all schools should teach PSHE and it is delivered as part of our core curriculum, with all students receiving one lesson a week from Y7-Y13.

We use our PSHE education programme to equip students with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

You can access information about the curriculum we deliver to each year group on our website and will see that we include and build upon the statutory guidance in order to reflect both the universal needs of young people, and the unique needs identified in our school community.

We believe it is important that lessons are delivered by form tutors who have well-developed and secure relationships with the students.

By working closely with our SEND department, we ensure that as part of the planning and delivery of all lessons, adaptations are made for students with additional needs so that all students can access the sessions.

CITIZENSHIP

All students receive a high-quality citizenship education that helps to provide them with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship education aims to foster students' keen awareness and understanding of democracy, government and how laws are made and upheld. Students are equipped with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. It also prepares pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions.

“The school has a well-thought-out professional development programme for staff, which is supported effectively by the Research School. As a result, staff are experts in their subject areas.”

OFSTED 2023

Citizenship is taught to students through their PSHE education, but citizenship also embodies the ethos of everyday life at Huntington School. Students are encouraged to play an active role in the school, through the student parliament and many other roles that students can play in the running and decision-making of school life. During lessons students are regularly provided with opportunities to consider the views of others, weigh evidence and articulate reasoned responses.

CAREERS EDUCATION

Careers Education, Information and Guidance (CEIAG) is delivered by our Aspirations Department. The curriculum is planned and delivered in line with the Gatsby Benchmarks that define what world class careers provision in education looks like. It also uses the suggested frameworks of the Career Development Institute (CDI). This is taught to students through their PSHE education, but also through drop-down days and events such as the annual Aspirations Fair, UCAS exhibition and visits to a range of post 16 providers.





FROM YEAR 6 TO YEAR 7

We aim to make the move from primary school to Huntington a reassuring experience. We liaise closely with all our partner primary schools and have a senior member of staff whose sole responsibility is to make sure that we get to know our new students as well as possible.

In the summer term staff from Huntington visit primary schools and Year 6 students have a day with us enjoying a number of lessons.

“Pupils respond extremely well to their responsibilities in the school. Pupil leaders take their role seriously.”

OFSTED 2023



HUNTINGTON RESEARCH SCHOOL

We are part of the Research School Network, which is a group of schools that support the use of evidence to improve teaching practice. We provide training and professional development for senior leaders and teachers on how to improve classroom practice based on the best available evidence. Our work as Research School helps enhance our focus upon developing truly great teaching.



Supported by the Education Endowment Foundation

CREATING A TRULY GREAT LEARNING ENVIRONMENT

We are dedicated to using the evidence to support every teacher to improve, not because they are not good enough, but because they can be even better. We are never satisfied and constantly work hard to improve the quality of learning and teaching. We aim for every lesson to be great!

Huntington staff realise that training is very important, and we meet for two hours every fortnight to help each other become even better teachers. Truly great teaching can only take place within a disciplined environment.

At Huntington students have a responsibility to promote high-quality learning in classrooms through their good behaviour. We expect students to respect each other's right to learn. It follows that we expect the best standards of behaviour in school at all times. We want our school to be a civilised place which has a positive effect upon all those who learn and work here.



GROWING OUR BRAINS!

We believe every single one of us can get better at everything if we try. We know this is true because the evidence shows that we are able to learn strategies that make us more effective learners, which enables us to improve. We feel that developing a determined and deliberate approach to study will help our students gain excellent examination results and also create well-rounded citizens of the future, individuals who are healthy, happy and self-confident enough to care for themselves and others.



ACADEMIC SUPPORT & GUIDANCE

We report on students' academic progress at assessment points throughout the year. Students sit examinations at the end of each year where their outcomes are reported home. A student's form tutor is the most important adult for any student in school. They have conversations with students concerning their progress and welfare at regular intervals throughout the year. The conversations encourage students to look at how they might improve their learning.

STUDENT LEADERSHIP

We are committed to providing opportunities for student leadership as we believe that every student has the potential to be a successful leader. We have a very active Student Parliament with a representative from every form group.

This allows students to take a role in shaping our school community and develop positive skills in the process, benefiting their school life and beyond. We aim to ensure that opportunities are inclusive and that all of our students experience these principles and practices.



EXTRA-CURRICULAR OPPORTUNITIES

We believe in supporting classroom learning with enjoyable and stimulating extra-curricular opportunities. At Huntington School there is a broad range of lunchtime and after-school activities, spanning the musical, artistic, social and sporting domains and these are open to all young people.

Educational visits are also a major feature of our provision for enriching students' lives and in recent years, there have been visits abroad to France, Germany, Iceland, Italy and Belgium. Closer to home we have taken students to Art Galleries in Liverpool, to the theatre in Manchester, to the House of Parliament in London and even Flamingo Land in Pickering!





SUCCESS FOR ALL OUR STUDENTS

We want to see every student succeed. Our support and guidance ensure that everyone makes excellent progress. We fully support our students who have special educational needs and disabilities and we are determined to provide stimulating educational experiences to stretch academically our students who have a real desire for extra challenge. We believe in the limitless potential of our students and all our students deserve an education, which enables them to be as successful as possible.



REWARDING OUR STUDENTS

At Huntington School community we value:

- **Respect**
- **Honesty**
- **Kindness**

Our rewards policy works to create and promote a positive working environment that encourages students to live by these values, and in which all students' hard work and achievements are recognised. Our form tutors celebrate success weekly during registration and school hold regular awards events.



SIXTH FORM

Our outstanding Sixth Form offers excellent learning and teaching, exciting extra-curricular activities and genuine support for each individual student. Our students are constantly challenged to reach the highest possible standards in their work. We offer a huge range of extra-curricular activities including sport, theatre, music, community activities, and charity work. We ask all our students to contribute to the school, local or international community and as a result they are looked on as leaders by younger students in school.

Our Sixth Form offers a broad range of courses. There is a wide range of A Level and Level 3 courses available. Results are consistently excellent, and this enables our students to enjoy great success in higher education and employment.



Huntington School

Learn and succeed

Our core values: **Respect, Honesty & Kindness**



Our school is a **safe, inclusive and welcoming** community that everyone feels proud to be a part of.



We hold **high ambition, positive relationships** and **mutual respect** at the core of our school culture.



Our school develops **confidence, resilience** and **independence** for all by delivering a high-quality, **evidence-informed education**.

We celebrate our achievements, learn from our mistakes and support each other to be responsible and hardworking citizens.

A copy of this prospectus is available in alternative formats (braille or enlarged print) on request to Mrs Beth Prihar, PA to the Senior Leadership team at the school (b.prihar@huntington-ed.org.uk)



SECTION 1

School Organisation

The Pastoral System
The Sixth Form

SECTION 2

School Curriculum

Year 7
Year 8
Year 9
Year 10 and 11 Courses
The Sixth Form
PSHE (Personal, Social, Health and
Economic Education)
RSE (Relationships and Sex Education)

SECTION 3

For Reference

Absence
Accidents and Illnesses
Achievements
Admissions
Anti-bullying Policy
Behaviour
Cashless Catering
Charging Policy
Child Protection
City of York Educational Services
Computers: Access Protection
Daily Routine
Data Protection
Disabilities
Early Arrival
Equipment
Homework
Home School Agreement
Learning Support Department
Lunchtime
Making Enquiries, Raising Concerns or Making a
Complaint
Medical Needs and Students Requiring
Medication
Police Links
Property
School Uniform
Student Voice
Telephone Switchboard
Term Dates
Transport
Visiting the School

SECTION 4

Examination Results

SECTION 1: SCHOOL ORGANISATION



THE PASTORAL SYSTEM AT HUNTINGTON SCHOOL

Our pastoral system is based on Year group teams.

Each Key Stage has a designated Assistant Headteacher and a Progress Leader and each Year has a Head of Year and an affiliated member of the Student Support Leader team.

The Assistant Headteachers will lead the pastoral support within their Key Stage and be the first point of contact for Heads of Year.

The Progress Leaders monitor the progress of the students within their Key Stage and ensure action is taken to prevent underachievement. They lead the Student Progress School Leadership Team meetings after each data entry.

Heads of Year work closely with the Form Tutors to ensure that the students within their year are supported effectively. They support the students and form tutors during the PSHE sessions and in form time.

The Student Support Leaders are assigned one to each Year team. They provide general support with regard to behaviour, well-being and attendance within the Year whilst working to support some of our most vulnerable students.

A further important element of the pastoral team is the development of our PSHE curriculum. Heads of Year will liaise with the Subject Leader for PSHE, Beth Pelleymounter.

The current structure is as follows:

Designated Safeguarding Lead: Vicky Wells

KEY STAGE 3

Assistant Headteacher: Kim Brown

	Head of Year	Student Support Leader
Year 7	Emma Townsend	Toni Giblin
Year 8	Ronnie Kettlewell	Georgy Thompson
Year 9	Claire Hadcroft	Emily O'Loughlin

KS3 Progress Leader: Niall Meldrum

KEY STAGE 4

Assistant Headteacher: Tom Paley

	Head of Year	Student Support Leader
Year 10	Natalie Elliott	Sian Boyd
Year 11	Amy Young	Louise Booth

KS4 Progress Leader: Clare Johnson



SIXTH FORM

Director of Sixth Form: Hugh Richards
Head of Year 12: Laura Hopson
Head of Year 13: Rachel Wilson
Student Support: Amanda Blunt

All members of the Sixth Form are assigned to personal tutors who act as monitors of their academic progress and mentors during their years in the Sixth Form.

Sixth Formers have the use of private study areas and a Common Room and open access to the school's excellent ICT facilities and Learning Resource Centre. They are encouraged to organise their time in such a way that they are properly prepared for the independence found in higher education or the responsibilities of a professional career.

SECTION 2: SCHOOL CURRICULUM



YEAR 7

The following subjects are taught: English; Mathematics; Science; French, German or Spanish; Drama; Physical Education; Art; Geography; History; Music; Religion, Philosophy & Ethics (RPE); Design & Technology; and Information Communication Technology.

Students study either French, German or Spanish. A small number of students will not follow a discreet modern foreign language in Year 7; instead they will have extended literacy provision which will include an introduction to modern foreign languages.

Students are taught in mixed attainment groups for most subjects with a small 'literacy support' group in English. In Science, support groups are identified. In Mathematics, students are placed in groups suited to their current and prior attainment.

In addition to daily form periods, students spend one hour per week undertaking an 'M1' programme. The M1 lessons includes the school's PSHE (Personal Social Health Economic Education) and RSE (Relationships and Sex Education) programmes, as well as Citizenship. Students develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. The programme aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education).

YEAR 8

Students continue with the same broad range of subjects they began in Year 7. Students will continue to study one Modern Foreign Language but will be offered the opportunity to study a second language. Students are taught in mixed attainment groups for most subjects. In Science, support groups are identified. In Year 8 Mathematics, students are placed in groups suited to their current and prior attainment.

YEAR 9

In Year 9, students continue to study the suite of subjects in the broad and balanced KS3 curriculum they studied in Years 7 and 8. Students are taught in mixed attainment groups for most subjects. In Year 9 Mathematics and Science students are placed in groups suited to their likely GCSE entries.



YEAR 10 AND 11 COURSES

All students, with certain exceptions which are detailed below, follow courses in English, Mathematics and Science. The majority also study a Modern Foreign Language, and all students also select either History or Geography.

The school is committed to the provision of a broad and balanced curriculum for all students and to this end we offer students the chance of choosing two/three of the following additional subjects: Art, Art and Design Textiles, Business Studies, Computer Science, Design & Technology, Drama, Food Preparation and Nutrition, a second Foreign Language, Geography, History, Health & Social Care, Information Technologies, Media Studies, Music, PE (GCSE), Religion, Philosophy & Ethics (RPE GCSE), Physical Education, and a BTEC course in Home Cooking.

A small number of students will be invited to follow a skills-related Foundation Learning course; AQA Unit Award scheme. This course is of particular benefit to students for whom a large number of GCSE examination courses would not be the most appropriate pathway.

Alongside their examined qualifications, students also study several important non-examined courses:

- 'M1' PSHE (Personal Social Health Economic Education), RSE (Relationships and Sex Education), Citizenship and Careers programme;
- Core PE;
- Compulsory Religion, Philosophy and Ethics Programme: 'Philosophy for Life'.

$$p = F \div a.$$

$$= 40000 \text{ N} \div 1000 \text{ cm}^2$$

$$= 40 \text{ N/cm}^2$$



THE SIXTH FORM

The Sixth Form is a thriving community of over 300 students which provides a supportive yet challenging environment designed to fulfil and extend the potential academic, personal and social ambitions of everyone. Each student embarks upon an individually tailored course suited to their ability.

Subjects available are:

Applied Science
 Art and Design: Fine Art
 Art Design: Textiles
 Biology
 Business Studies
 BTEC Enterprise and Entrepreneurship
 BTEC Medical Science
 Chemistry
 Computer Science
 Criminology
 DT: Product Design
 English Language
 ICT
 Mathematics
 Mathematics – Further
 Media Studies
 Music

Music Technology
 Physics
 English Literature
 Food Science & Nutrition
 French
 Geography
 German
 Health & Social Care
 History
 Politics
 Psychology
 Religion, Philosophy & Ethics
 Sociology
 Spanish
 Sports Studies
 Theatre Studies



Sixth Formers enjoy a number of special privileges and responsibilities. They have their own common room and study area; they manage and arrange most of their own affairs through appropriate elected committees and chosen groups; they assist staff in organising events and clubs for students in main school; they help with teaching in the Learning Support Department, and they undertake varied forms of community service.

The community service the students give to the school is to be acknowledged via a student leadership award. A wide variety of events and trips is arranged each year including study visits both within the UK and abroad and visits to local and national theatres, to film theatres, art galleries, museums, concerts, sporting venues and social functions.

PSHE (Personal, Social, Health and Economic)

PSHE is a statutory but non-examined subject. Our intent is to help students understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up. During these lessons our students will learn about topics such as bullying, discrimination, drug education, healthy eating, physical activity, mental and emotional health, wellbeing, citizenship, sex and relationships.

We have broken down core knowledge into units of manageable size which we communicate clearly to students, in a carefully sequenced way, within a planned series of lessons. We also include well-chosen opportunities for students to embed new knowledge so that it can be used confidently in real life situations.

Our Programme of Study aims to develop integral life skills and attributes such as resilience, self-esteem, risk-management, teamwork, critical thinking and communication skills. Topics covered within PSHE are grouped into the following core themes:

- Relationships and Sex Education (RSE), which is an important part of PSHE education and has been made statutory by the Department for Education for all secondary school pupils.
- Health Education, which is also statutory and teaches students about physical health and mental wellbeing to give them the information they need to make good decisions about their own health and wellbeing.
- Aspirations (Careers Information, Education, Advice and Guidance), which is characterised by an ambitious approach of wide possibilities for students and is aimed to ensure high aspirations.
- Citizenship, where students are taught the knowledge they need to prepare them to play a full and active part in society.
- Responsive lessons, as we believe it is important for PSHE to be responsive to the needs of each year group. For these lessons, the content will be planned in response to students' needs at the time and informed by the pastoral teams' reflections.

It is essential that we ensure our curriculum addresses the full statutory content, and we also want to ensure it has been understood by ALL students. Therefore, every young person, at the end of each PSHE lesson, completes a 'Quiz Time' exercise. This comes in the form of multiple-choice questions where the form tutor can see from the student's answers if they have fully understood the lesson content and any misconceptions can be addressed.

If form tutors still feel there is a student who remains unclear on the content, then they will be referred to the Subject Leader of PSHE who will meet with them and support further. The core purpose of this subject is to ensure our students are given the skills and knowledge to remain happy, healthy and safe both now and in their adult lives. Therefore, we believe that this part of the lesson is vitally important.

Although it rarely happens, parents do have a right to withdraw students from certain relationships and sex education lessons for religious or other reasons. However, this can only be done after consultation with the Headteacher.



ABSENCE

Good attendance is essential for making good progress, maintaining relationships with staff and peers, and developing good routines. Avoidable absence is discouraged and parents are requested to make routine appointments outside of school hours where at all possible. Where absence is unavoidable, parents should contact school through the ClassCharts App, by email to absence@huntington-ed.org.uk or phone to 01904 752165 (Years 7-13) as soon as possible.

Requests for absence or holiday during a school term should be made to the Attendance Team by complete the Leave of Absence form found on the school website. School can only authorise holidays in term times in very exceptional circumstances and we do consult with the Local Authority to issue Fixed Penalty Notices for unauthorised absence. For this reason, parents and carers are advised to avoid term-time family holidays.

ACCIDENTS AND ILLNESS

There are qualified First Aid Officers in school. Basic, immediate treatment for accidents is given to students. Where students genuinely feel ill and need to be sent home the school will contact the parent so that they can be collected and taken home. It is important for the school to know how to get in touch with parents quickly and parents are requested to ensure that the latest relevant information, telephone number and address is made known to Form Tutors.

Please note that the school cannot dispense painkillers to students.

Any medication being taken by a student should be clearly marked with his or her name, form, dosage and times to be taken. These should be given to the First Aid Officer and not carried around school (see under Medical Needs).

It is also important that whenever there is a case of German Measles (Rubella) or chicken pox in a family, the school is notified immediately.

Parent and carers who are Jehovah's Witnesses and who would like the school to advise medical authorities in an emergency not to administer a blood transfusion to their child should put such a request in writing.



ACHIEVEMENTS

At Huntington we recognise the importance of rewarding students for excellent behaviour and effort. Our system allows each individual teacher to log comments and merit points which parents can view on the Class Charts Parent App.

Students can view their own merit points on the student app.

Achievements are formally recognised frequently throughout the year, culminating in our annual award ceremonies that take place at the end of each academic year.

Achievement – A culture of <i>Respect, Honesty and Kindness</i>	
 Ready to Learn (Escalation within a single lesson)	Excellent effort (2 Merits) Good effort (1 Merit)
 Ready for School	Ready for school Planner, equipment & uniform check every morning
 Extended Learning & Work Ethic	Extended learning achievement Participation
 Respect, Honesty and Kindness	Respect, Honesty, Kindness

ADMISSIONS

The education authority normally offers a place to students living in the catchment area. Thereafter allocation of students who live outside the catchment area is determined by Local Authority criteria as follows:

- (1) medical problems;
- (2) siblings of existing students;
- (3) distance from the school.

ANTI-BULLYING POLICY

The school has an anti-bullying policy which is summarised in students' planners and available to view on our website here: [Anti-Bullying Policy](#)

The school defines bullying as the repetitive and intentional hurting of a person or group by another person or group where there is an imbalance of power. The bullying may be verbal, physical or psychological and can take place either face to face or online.

It is emphasised that everyone on the school site has a responsibility to:

- treat other people with respect at all times;
- do nothing that could be construed as supporting bullying behaviour. This includes relaying distressing messages, relaying threats, laughing at bullying we witness or any behaviour which we feel could escalate into bullying.

A student who feels they are being bullied is asked to:

- let the 'bully' know that they do not like what is happening to them and ask the bully to stop;
- if the bullying doesn't stop, tell their form tutor, any teacher, the first aid officer, any member of the support staff.
- There is also a QR code for reporting from home found in the student planner and posters around school.

Investigations into complaints of bullying will be carried out according to the school's Anti-Bullying Policy.

BEHAVIOUR

We are fortunate at Huntington School that the overwhelming majority of our students are polite, well-behaved and true ambassadors of our core values: Respect, Honesty and Kindness. Many parents and visitors compliment us for the orderly atmosphere and high standards of behaviour. We value greatly our parents' support; it is crucially important that we are working in partnership to maintain high standards of behaviour.

Our overarching aim is to ensure a high consistency in dealing with any incidents of poor behavior and ultimately, we want our young people to thrive in a culture of Respect, Honesty and Kindness.

This is a summary of our PAL System (Positive Attitude to Learning):

Students receive a PAL score in every lesson:

- PAL 1 – Excellent behaviour and attitude
- PAL 2 – Warning: behaviour warranted a conversation & improvement was needed
- PAL 3 – Continued disruption to student learning
- PAL 4 – Serious concern – likely removal from lesson

PAL scores help us to recognise and reward positive behaviour, identify concerns early and put support in place where needed.

Average PAL scores are communicated to students on a weekly basis and parents will also see PAL scores across different subjects within the termly progress report.

We strive to ensure a consistent approach with regard to uniform, punctuality, equipment, as well as Work Ethic and homework.

We believe that most important aspect of managing student behaviour is building strong relationships, built upon mutual trust and respect. Our core values are hugely important to us. Working with young people is a huge privilege; their school years are the most important period of their lives; we aim to help support and guide them through these years and give them the skillset to thrive.

At Huntington we believe that students should reflect on behaviour to understand what went wrong and how they can avoid this happening again.

We have a behaviour support manager that facilitates these restorative conversations, allowing students to express their feelings but to also guide them in the right direction. We relay this information to parents and carers so they are kept well informed.



CASHLESS CATERING

Huntington School operates a 'cashless catering' system which means that the school catering outlets do not take cash. Instead parents and students need to load their 'Meal Accounts' with money via Debit or credit card using Wisepay Huntington School - Huntington School - Home Page ([wisepay.co.uk](https://www.wisepay.co.uk)).

Students then purchase meals using a secure biometric thumb print. The service provides a much quicker and smoother catering operation, whilst allowing parents to see what their children are eating on a daily basis.

Wisepay is also available to pay for school trips and other miscellaneous items.

CHARGING POLICY

The school makes no charge for any element of a student's education. Where students wish to take home certain practical items made at school, however, parents are asked to make a voluntary payment to cover costs of materials. Where trips and excursions are arranged in school time parents will be invited to make a contribution towards costs. All parents of students new to the school are given full details of this policy. Students are expected to pay the costs of any non-accidental damage for which they are responsible.



CHILD PROTECTION

Parents should be aware that the school operates a Child Protection Policy. Where it feels that a child is in need of protection for one reason or another it will make contact with M.A.S.H (Multi Agency Safeguarding Hub Team).

CITY OF YORK COUNCIL EDUCATIONAL SERVICES

West Offices, Station Rise, York, YO1 6GA.

Telephone: 01904 551550.

COMPUTERS: ACCESS PROTECTION

All students have access to computers and access to individual files is password protected. The school operates an internet filter and ensures that main school students can only access the internet under direct staff supervision. The ICT team monitors sites visited by all users.

DAILY ROUTINE

Week B

Time	Activity
8:15am	Site opens to students
8:30am	Registration
8:35am	Tutor time start (late bell)
9:00am	Period 1
10:00am	Period 2
11:00am	Break
11:15am	End of break (bell)
11:20am	Period 3
12:20pm	Lunch
1:05pm	End of lunch (bell)
1:10pm	Period 4
2:10pm	Period 5
3:10pm	KS3 depart
3:15pm	KS4 and KS5 depart

Week A (shortened Monday)

Time	Activity
8:15am	Site opens to students
8:30am	Registration
8:35am	Tutor time start (late bell)
8:45am	Period 1 (M1)
9:30am	Period 2
10:30am	Break
10:45am	End of break (bell)
10:50am	Period 3
11:50am	Lunch
12:30pm	End of lunch (bell)
12:35pm	Period 4
1:35pm	Period 5
2:35pm	KS3 depart
2:40pm	KS4 and KS5 depart

DATA PROTECTION

Details of students' public examination grades and associated scores, coursework and internal examination grades, dates of birth, attendance record and timetables are stored on the school network under password protection. Details of students' special needs are also stored. Parents have the right to have a hard copy of this information. For the City of York Council Data Protection Statement please see the school website: www.huntingtonschool.co.uk.

The school may occasionally take photographs of students for educational, training or promotional purposes. Parental permission will be requested in advance.

The school library also holds digital information based on a student's thumbprint as part of its lending procedure. (We do not take actual fingerprints!).

DISABILITIES

The school welcomes students with disabilities who should apply for entry to the school in the normal way. We aim to give such students as full access as is possible to all aspects of school life. To assist in this aim, some students may be provided with assistance from Teaching Assistants, some will be offered braille facilities and hearing-impaired students will be taught mainly in carpeted rooms.

We have wheelchair-friendly doors, ramps and lifts which enable wheelchair users to access higher floors in some blocks. Wheelchair users are able to access around 80% of the site.

EARLY ARRIVAL

Students will not be allowed on the school site before 8.15am so should not arrive earlier than this.

EQUIPMENT

Every student is expected to have the following items of equipment:

ESSENTIAL EQUIPMENT

Black or blue pen (and a spare)	Pencil and sharpener
Calculator	Ruler 12" / 30 cm
Pencil eraser	Whiteboard pen
Coloured highlighter	Maths set including compass and protractor
Refillable water bottle	waterproof bag to carry their books and equipment
PE kit (see p.38)	

HOMEWORK

Each student has a planner. The planner is used to record the homework that has been set in each lesson and when the homework is to be handed in. The planner should be seen by both a parent/carer and form tutor. The planner also contains a student's timetable.



HUNTINGTON SCHOOL WILL:

LEARNING

- provide a full and balanced curriculum which, as far as is possible, allows each student to excel and develop their interests further
- prepare thoroughly for lessons to ensure pupils make the best possible progress
- provide rewards and praise for all achievements
- set homework that is appropriate to ensure pupils make progress
- offer opportunities and trips to help enrich and enhance our curriculum and students' personal development
- continually strive to become better educators through the use of evidence-informed practise
- have high ambitions for all our students

PASTORAL CARE

- strive to know our students as individuals and form positive relationships
- champion every child through the role of the form tutor
- promote and support positive mental health and wellbeing and protect students' safety
- provide a safe, inclusive and welcoming community that everybody feels proud to be part of
- take any report of bullying seriously; investigate and act on reports in a timely manner
- follow our statutory safeguarding duties

PARENT-SCHOOL COMMUNICATION

- provide a parents' evening each year to allow teachers to discuss pupil progress
- provide additional meetings as necessary to support students with their progress, behaviour and well-being
- respond to any parental enquiries politely and justly. Those enquiries made by phone can expect a response within 24 working hours, and emails within 48 working hours
- keep parents/carers fully informed about important school matters through the class charts app, letters home, the school's website, the newsletter and the student planner

DISCIPLINE

- reinforce our core values and visible consistencies fairly
- protect pupils from disruption to lessons by insisting on high standards and holding pupils to account for their actions
- pass on medical and educational information that parents/carers provide where appropriate

PARENTS/CARERS WILL:

LEARNING

- encourage my child to be positive about all aspects of school, including homework and the many other opportunities offered
- allow and promote participation in trips and opportunities
- support and trust the school's decisions about each child's curriculum
- encourage my child to be ambitious about their academic achievement

HEALTHY LIVING

- help to keep the school safe by not bringing my child to school by car after 08:20 and not collect my child from school until after 03:30pm, unless absolutely necessary
- encourage participation in all aspects of PE and sporting activities
- encourage attendance at extracurricular clubs

ATTENDANCE

- ensure that my child attends school consistently, with attendance over 95%
- ensure my child attends school punctually, arriving no later than 8:35am
- provide school with a note to cover any absence via Class Charts
- recognise the importance of good attendance, and ensure holidays are not taken during term time

UNIFORM AND EQUIPMENT

- ensure that my child wears full school uniform, takes pride in their appearance, and brings the correct equipment for each day
- understand uniform/equipment violations may result in my child being kept out of lessons or sent home to rectify the issue and support the school to rectify this
- understand the school takes no responsibility for loss/damage/theft of personal electronic devices

PARENT-SCHOOL COMMUNICATION

- communicate with staff in a timely, polite manner, in-line with the school's values
- respond promptly to school requests, on tear-off slips as well as any online submissions
- inform the school of any known concerns about my child's education
- attend meetings at school to discuss my child's progress, behaviour and well-being
- regularly update school of any factors which may affect my child's performance or participation
- inform school of up-to-date details for at least two contacts
- read reports carefully and check class charts for notifications of behaviour

DISCIPLINE

- accept and support the schools core values and visible consistencies
- support the school's consequences for misbehaviour, including the use of lunch and after school detentions
- understand my child cannot be excused from detentions or any other after-school intervention
- support all the policies and strategies that the school uses to keep a positive learning atmosphere

STUDENTS:

I WILL ENDEAVOUR TO LEARN AND SUCCEED BY:

- approach all aspects of school life with a positive attitude to learning
- attend school consistently
- arrive by 8:35am
- arrive at lessons on time
- think hard and work hard in lessons to develop my abilities further
- be ambitious about my academic achievement, aim high and strive to meet and exceed my targets
- take advantage of support, interventions and P6
- complete all tasks set to the best of my ability
- hand in all work on time
- discuss any problems with school and parents/carers
- ask for help if I do not understand, or need support
- engage in all aspects of school life including extracurricular activities

I WILL HELP TO CREATE A SAFE, INCLUSIVE AND WELCOMING COMMUNITY...

- by being polite to other people in school and in the community
- by behaving in an honest and sensible manner, showing respect for the fabric of the school as well as my own and other people's property
- wearing the full school uniform and taking pride in my appearance
- bringing the necessary equipment to school each day
- telling staff if, on the rare occasion, somebody is being bullied, hurt or is unhappy
- keeping my computer password confidential and using the school's computer systems according to the rules and guidance laid down; when using the internet always follow teacher's instructions
- keeping any electronic device out of sight whilst on the school site
- accepting responsibility for my own behaviour
- respecting others and their opinions even if they differ from mine
- showing respect first time, every time



THE LEARNING SUPPORT DEPARTMENT

At Huntington School we aim to provide a secure and stimulating environment so that each student can enjoy learning and thrive socially, emotionally and academically. The needs of students with special educational needs or disabilities (SEND) are addressed through working closely with parents, students, staff and outside agencies.

We are keenly aware that the people who know their children best are parents and we rely on parental support and expertise.

The Learning Support Department offers extra support and intervention for those students who struggle to have their needs met through high-quality classroom teaching alone. A range of extra activities and support are offered in registration and at lunch times. In-class support from teaching assistants (TAs) is provided where it is needed.

A number of additional small group and individual interventions also take place in form time or in small group withdrawal from lessons for fixed amounts of time. These provisions include those to help support Literacy needs such as: ReadWrite Inc; Paired Reading; Catch-Up Literacy programme; Inference and Handwriting support. Numeracy interventions include a Catch-Up booster programme as well as targeted support on Time and Money. The Learning Support department also provides a Social Skills group, a Lego Therapy group and a programme of one to one and peer group mentoring, for those students who need it. Additional help can also be accessed for extended learning support at lunchtimes and three times a week in our after school P6 provision.

Some more vulnerable students are allocated a TA keyworker who will offer additional care and guidance on a regular basis. A number of our senior students are also selected and trained as peer mentors to support some of our more vulnerable young people. We run a weekly Social Skills group which supports children with friendship building and developing confidence. In addition, our trained Emotional Literacy Support Assistants (ELSAs) are also available to offer more intensive support for those students who need it.

The Special Educational Needs Coordinator (SENDCo) monitors students who have SEND. All staff have access to information about students with SEND in their classroom. This may include a learning plan which provides specific information about a student's needs and how they are best supported in their learning. This is accessed via ClassCharts. Reading ages and other key information such as medical needs are also included on a student's ClassCharts profile.

In a large school like Huntington, we are aware that attention needs to be paid to the unique needs of each individual and our department keeps a particular eye on vulnerable students on the SEND list.

Any concerns that parents or staff have about SEND and individual students can be referred to the Learning Support Department through the Assistant Headteacher & SENDCo, Warren Lowe, at any time. We are committed to supporting students, their families and staff.

LUNCHTIME

Lunchtime is between 12.20pm and 1.10pm. School meal provision is of a cafeteria type and students paying for what they select from a wide variety of items, hot and cold. Those who prefer to bring their own food may do so. Students are advised to look after their valuables carefully and not to leave their coats and bags unattended during the lunch hour. Ancillary and school staff provide supervision at lunchtime.

Students must make the following arrangements for lunch:

EITHER they have a meal in school (the school undertakes responsibility for students who have eaten a meal on the premises only for those that remain in the school grounds)

OR they are provided with a lunch at home.

Students in Years 7, 8, 9 and 10 are **not** allowed off the campus at lunchtime.



MAKING ENQUIRIES, RAISING CONCERNS OR MAKING A COMPLAINT

1. If you want to make any **enquiry** about your child please contact school. The best teacher to contact is the form tutor or the subject teacher. All our teachers teach (including the Headteacher) and it may not be possible to connect you with the person you want to speak to straight away.
2. Very often a conversation directly with the right member of staff will resolve the problem. That is why it is very important to try to talk directly to the teacher concerned (and then to their line manager) before making a complaint to the Headteacher. We set ourselves high standards of trying to determine the truth of a situation before reaching a conclusion about it. The chance to explain why we have done what we have done in full usually resolves the concern before it becomes a complaint.
3. If, after talking to the member of staff most concerned with the issue, you are still not satisfied **then your concern becomes a formal complaint**. In this rare instance we would ask you to make your complaint in writing in the first instance to the Headteacher. The Headteacher will carry out an investigation based on your letter and will then invite you into school to discuss the findings of that investigation.
4. If the complaint concerns the Headteacher or if the Headteacher's investigation has failed to resolve the issue to your satisfaction then you are entitled to take your complaint to the Governing Body. **These instances are very rare indeed**. Following your written complaint, the papers relating to the complaint will first be considered by governors who will decide how the complaint can best be investigated, although the governors reserve the right at this stage to decide, without a hearing, that a formal meeting would be inappropriate. In this event the governors may consider other ways of resolving the issues such as a less formal conciliation discussion.
5. There are further stages in the process including:
 - a Review by the Local Authority;
 - a referral to the Secretary of State;
 - a referral to the Local Government Ombudsman.

If you require help in making your complaint you are welcome to contact the City of York Council. The telephone number is: 01904 551550.

MEDICAL NEEDS AND STUDENTS REQUIRING MEDICATION

Students with disabilities, e.g. hearing defects, diabetes, special dietary requirements or serious medical needs should be known to the school and parents are requested to ensure that Form Tutors have full details and are kept informed of any changes.

To help students and parents the school has particular procedures for students:

- who need to carry and administer their own medication (aside from inhalers)
- who need the First Aider to keep and administer their medication.

Parents needing to contact school in this respect should contact the First Aid Officer.

POLICE LINKS

The school has close links with the local Police Community Support Officer.

PROPERTY

Lockers are available for all students. Students are asked to provide a padlock to keep their locker secure. It is recommended that students have a locker as this is a good way of safeguarding their property. All personal property should be indelibly marked with the owner's name.

Students should not bring expensive items (including coats), large sums of money, iPods or jewellery to school. Where these are brought into school they are brought in at the owner's risk - we will not always be able to investigate cases of theft. Money must be kept in students' possession. Please be aware that the school does not insure students' property.

SCHOOL UNIFORM

A high standard of personal appearance is expected of all students and anyone arriving at school in non-uniform clothing may expect to serve a detention.

DETAILS OF SCHOOL UNIFORM

- Trousers must be full length and plain black. Trousers must have a fastening or button at the top. No jeans, leggings or jogging bottoms can be worn
- Skirts must be plain black and knee length
- White shirt/blouse with a plain collar and top button to allow wearing of year group tie
- **Year group clip on ties must** be worn, currently these are: yellow for Y7; green for Y8; blue for Y9; red for Y10; purple for Y11; a student's tie follows them throughout their school journey
- Navy Huntington School jumper with logo
- Socks must be plain black or white
- Flat black shoes. No sports branded shoes/trainers (e.g Nike/Vans/Converse). No open toed shoes.
- Hair Styles – no extreme hair styles including multi-coloured hair, unnatural hair colours or tram lines
- Coats/Jackets - must not be worn in lessons and hoods must not be worn up inside the school building.
- Hats/Caps - must not be worn inside the school building
- **No Jewellery** apart from one plain set of earrings. This may be a stud or small hoop. **No nose or tongue or facial piercings.**
- Nails are permitted to be painted but must be a neutral colour and no longer than 2cm.
- Jewellery – only one stud per ear. No tongue or facial piercings (including clear studs). No rings, necklaces or bracelets permitted.



HUNTINGTON SCHOOL PE KIT

Compulsory items:

- Navy polo top with Huntingdon logo
- Navy training pants/black leggings
- Navy shorts or skort (not required if leggings or training pants worn)
- Navy knee length sports socks
- Shin pads (must be worn for hockey and football)
- Sports trainers (not fashion trainers)
- Studded boots for football and rugby (we can support with this where required)

Optional items:

- Navy sweatshirt with Huntingdon logo or navy and white reversible top
- Navy base layer top (optional with Huntingdon logo)

Advised items:

- Gumshield for hockey
- Sports bra/supportive underwear

Notes

All PE kit is unisex

All kit should be clearly and indelibly marked with student's full name.

Aerosol sprays should **not** be brought to school.

Asthmatics are responsible for having their inhalers with them at all times. These should also be clearly named

Huntingdon School jumpers, ties and PE kit are available from Keal Teamwear, York.

SUMMER UNIFORM

1. Short-sleeved plain white shirts/blouses may be worn. Shirts and blouses should have shirt-style plain collars and be capable of being worn with a tie. Sweatshirts, T-shirts or tennis shirts are not allowed.
2. Jumpers need not be worn.

PRE-OWNED/RECYCLED UNIFORM

At Huntington School, we're committed to sustainability and reducing waste. That's why we offer a wide selection of high-quality, pre-owned branded school uniform. Choosing recycled uniform not only supports our school community but also helps protect the planet by giving clothing a second life.

Our Parent Teacher and Friends Association, Friends of Huntington School, manages the pre-loved uniform, so if you're interested, please get in touch at hs.ptfa@gmail.com. There's no fixed cost for these items — we simply welcome any donations made on a 'pay as you feel' basis via Wisepay.

STUDENT VOICE

At Huntington we take the views of our students seriously. We believe in working in partnership with our learners and consulting with them about the school community on every level.

WE HAVE:

- engaged students in research within the school to discover what helps them work effectively and achieve;
- invited students to give us feedback about the new schemes of work we have been developing.

WE HAVE FURTHER PLANS TO

- engage students with our plans to improve the school site;
- work with students to open a wider range of opportunities outside of school.

TELEPHONE SWITCHBOARD

The telephone switchboard can be contacted on 01904 752100 and is operated from 8.00am – 5.00pm Monday to Thursday and from 8.00am – 4.30pm on Friday. The busiest time is immediately before and after the school day begins and if possible, enquiries should not be made before 9.00am. (It is helpful if parents give their child's form group when making an enquiry.)

TERM DATES 2026 – 2027

Autumn Term begins	Wednesday 9 th September	
Half Term	Monday 26 th October to	Friday 30 th October
Autumn Term ends	Friday 18 th December	
Spring Term begins	Monday 4 th January	
Half Term	Monday 8 th February to	Friday 12 th February
Spring Term ends	Friday 19 th March	
Summer term begins	Monday 5 th April	
Half Term	Tuesday 31 st May to	Friday 4 th June
Summer term ends	Friday 23 rd July	

TRANSPORT

PARENTAL CARS:

In the interests of safety we ask parents not to bring cars onto the premises after 8.20am when bringing students to school and until after 3.30pm (2.45pm when the school day finishes early every alternate Monday) when picking students up. Parents are also requested to avoid inconveniencing our neighbours by refraining from parking on side streets adjacent to the school.

BUSES:

A number of students travel to and from school on school buses. The arrangements for these are made by the City of York or North Yorkshire Councils who issue travel permits to eligible students. Permits must be carried by students whenever they travel on school transport. Transport companies refuse to carry students who are not in possession of an up-to-date permit. If students lose their pass they should go to the Main School Office where they will be issued with a temporary pass whilst a new one is ordered by parents. The school regards misbehaviour on the school buses as a matter of concern for the school.

Students in KS4 who travel home on a school bus at the end of the day should board promptly.

BICYCLES:

Cyclists must abide by the following rules:

1. Bicycles must be maintained in a roadworthy condition
2. Bicycles must not be ridden within the school grounds
3. Cyclists must behave in a responsible manner at all times.
4. Reflectors and adequate cycle lamps must be fitted to all cycles when travelling to and from school in the winter months.

The school recommends that students wear cycle helmets, that cycles are locked with D locks and kept in the bicycle sheds on the school site.

Failure to comply with these rules will result in the school withdrawing its permission for the student to bring a bicycle to school.

MOTOR CYCLES:

The All-Weather Pitch motorcycle park is available for the parking of motorcycles. Senior students, once they reach the age of 16, are allowed to bring motorcycles to school. Motorcycles must be kept in sound working condition. Permits are obtained from Mr Bruce.

VISITING THE SCHOOL

Parents wishing to view the school are welcome to do so and should contact Beth Prihar, the PA to the Senior Lead Team for an appointment b.prihar@huntington-ed.org.uk

Parents who wish to meet with teaching staff should make an appointment first and report to Reception on arrival.

SECTION 4: EXAMINATION RESULTS



Huntington School is a very successful secondary education institution, and we are proud of the results that our students achieve. Access to the Department of Education School Performance Tables is:

[Huntington School - Compare school and college performance data in England - GOV.UK](#)

GCSE

Every year students at Huntington School achieve an overall positive Progress 8 score. This is a government benchmark that compares schools' attainment against expected outcome. On average students achieve higher than expected grades here every year, which is testament to the continued excellent teaching and support they receive.

A-LEVELS

In 2026 the A level grades achieved by Huntington students were indicative of the hard work and high-quality teaching that takes place daily. Our outcomes placed us in the top 10% of providers nationally.

Notably this year saw a 100% pass rate, with virtually all our students who had applied for university courses or degree apprenticeships securing their places.

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