



Huntercombe
Hospital School
Stafford

Parent's Handbook



"This is a good school"
Ofsted 2019
Prospectus 2021/2022

Huntercombe Hospital School Stafford,
Ivetsey Bank, Wheaton Aston,
Staffordshire

ST19 9QT

T: 01785 842129

E: HHstaffordschool@huntercombe.com

DfE No. 860/6041

www.huntercombe.com

Our Staff

Head Teacher / Exams Officer:
Deputy Head Teacher

Claire Blakemore
Laura Johnson

Chair of Governors

Wiz Magunda

Teachers:

Allison O'Regan BA, PGCE
Jane Warner BSc,BA,PGCE
Robert Raby BA, PGCE
Claire Blakemore Cert Ed, BA,
SAC.Dip
Laura Johnson BA (Hons) PGCE
Alison Harding BA, PGCE
Ruth Flint

English Language/Literature
Maths, Science, Textiles
Science
ICT, Humanities, R.E,
Business Studies
Performing Arts, MFL
Art, DT
Teaching Assistant



Claire Blakemore



Alison Harding



Ruth Flint



Laura Johnson



Allison O'Regan



Jane Warner



Robert Raby

Please note whilst all information in this booklet is correct at the time of printing, it is possible that some items may change during the course of the year.

Mission Statement

At the Huntercombe Hospital School Stafford our intent is to minimise, as far as possible, disruption to a normal schooling during a young person's stay in hospital, by continuing education as normally as the incapacity allows. In order to implement this we promote a positive and structured educational experience with a learning space where young people can feel safe, respected and valued. This will enable them to learn and develop within boundaries that are healthy for them. We seek to provide the beneficial structure and mental stimulus, for the psychological wellbeing needed for recovery and return to full time education / employment.

The education team understand the stress and worry that can impact on the students and their families during their admission; however, through nurture and support the students, families and carers can become prepared and empowered so they can be lifelong learners and ensure a positive impact allows all outcomes set be achieved for all students.

If you have any questions or concerns, please do not hesitate to contact us.

Claire Blakemore
Head teacher

Welcome to our school

Huntercombe Hospital School Stafford is an independent special school (SEMH) which is set within a Tier 4 CAMHS hospital. The school caters for up to 36 students, both male and female, aged 12 to 18 years who have been admitted to the hospital to one of the three wards on the hospital site. We have school rooms on Wedgwood, Thorneycroft and Hartley wards in which we are able to support all students with their studies during their admission in hospital.

Students remain dual registered with their home school/college for the duration of their admission and the Huntercombe teachers liaise closely with their home school counterparts to deliver an individualised programme of study for each student in line with their home school curriculum for all subjects. This, “keep up with” rather than “catch up with” approach to learning ensure that our learners remain in line with their peer group once transition begins back to their home school as they recover.

When ready, our aim is to help your son/daughter engage in the education timetable. Each ward has a link teacher and a learning support mentor who will take responsibility for their education needs. The teaching staff will liaise with your child’s school/college and devise an Individual Education Plan (IEP). Your child will meet with their named teacher weekly to discuss their progress and discuss any concerns.

Students who are well enough to attend school, are offered up to 22½ hours per week of education sessions, including: Maths, English, Science, ICT, PSE, SMSC, Sport, Art, Photography, Foreign Languages, Business Studies and Health and Social Care. The full National Curriculum is offered to all Key Stage 3 students, GCSE option subjects and A levels are offered to students on an individual basis. We also offer Entry Level to Level 2 qualifications in Functional Skills Maths, English and ICT and PSE qualifications.

Teachers have extensive experience of teaching to the exam board syllabi such as: AQA, Edexcel, OCR and WJEC. Your child’s link teacher will work with your child to devise an individual timetable to include optional subjects.

Extra-curricular activities include: Summer Fete, Christmas Concert, Christmas Fair, Sports Day, Education visits and visits from outside speakers.

The school has high expectations for students' learning and allows the students to embrace a positive experience of education, although leaders are fully aware of the limitations the mental health conditions have on student academic and social outcomes

Please note – “Parent” includes guardian and any person who is liable to maintain or has parental responsibilities in relation to, or has care of a child or young person.

Safeguarding

“All children and young people have the right to be cared and protected from harm and to grow up in a safe environment in which their rights and needs are respected. The welfare of children is paramount”.

Protecting children and young people is priority for Huntercombe Hospital School Stafford. It is everyone's responsibility to ensure that children are kept safe.

All of our teaching staff receive safeguarding training and professional updates and have an in-depth understanding of the safeguarding policy. Due to the nature of our student group, many of our young people are already involved in safeguarding procedures such as case conferences. As such, all safeguarding issues and queries are passed to the Designated Member of staff for Huntercombe Hospital School Stafford; this is immediately shared with the safeguarding leads for the Huntercombe Hospital Stafford, following the Hospitals safeguarding policy.

All staff working within the school and the Hospital are subject to DBS checks. Any guest speakers we include in the curriculum (or contractors that visit the site to carry out maintenance) are escorted by DBS checked staff at all times.

Designated Safeguarding Lead for Education – Claire Blakemore

Designated Safeguarding Deputy for Education – Laura Johnson

Admissions Policy

All students who attend our school are admitted to the Huntercombe hospital due to a medical need. These students are therefore unable to attend their home school. We provide education to students aged 12-18 from the first day of admission to hospital as far as their condition allows.

All students remain on roll with their home school within their Local Education Authority (LEA). Each student is assigned a link teacher who is the main point of contact for the students, parents / careers and their home school. The link teachers will establish educational and social history, discuss a suitable learning plan and co-ordinate their transition out of our services and back to their home school.

Due to the nature of our student body within the hospital, we are flexible around attendance to ensure we are accommodating physical and therapeutic treatments. Hospital appointments are made in liaison with the school, the balance of attendance and appointments are reviewed at the weekly Multi-Disciplinary Team (MDT) to ensure all needs are being met. Non-attendance to school is also discussed at PRM (patient review meeting) and informs strategies for the link teacher to discuss with the student. If necessary a medical decision to authorise absence for the student will also be made during PRM.

Behaviour and Attendance

Positive Behaviour Management is a vital component in helping Huntercombe Hospital School Stafford to achieve its aims and values. Our Behaviour Management Policy also provides our students with the boundaries and rules that they need in order to fulfil their potential and contribute to the wellbeing of others. The general aim of the school is to provide an atmosphere of mutual respect and collective responsibility.

Students who are well enough to attend are expected to arrive at lessons on time. It is acceptable that students will have to attend therapeutic sessions as detailed above and may therefore miss some lessons. It is important therefore that time in education is used wisely.

We expect good behaviour at all times in all classrooms and students are asked to sign a teacher/learner agreement regarding their behaviour and attitude to learning during school times.

We aim to provide a safe and pleasant environment for all the community, where individuals are treated with respect and consideration. To make this possible students and staff are asked to follow our expectations:

- Staff and patients/ students should conduct themselves in a manner as not to disrupt or hinder the activities within the classroom. This code of conduct should extend to all school based activities, including school trips.
- Staff and students will treat each other with respect and sensitivity.
- Students should know and be aware that the teaching staff are acting in regard for their welfare and safety within the school environment (at all times).
- Students are asked to be considerate and understanding of peer's difficulties within the hospital environment.
- Any behaviours creating difficulties in delivering education or for education to take place, should always be dealt with in a sensitive manner.
- Some behaviour in a psychiatric setting are going to be tolerated, more so than in a mainstream setting, medication for example has an effect on patients interaction with peers and staff.

Students who do not engage appropriately may be asked to leave the session in order to reflect upon their behaviour. Nursing staff will be made aware when a student is asked to leave. Education will be offered to them again the following lesson.

To celebrate positive behaviour we have a student star of the week award which takes place in the ward community meeting. The categories are; Punctuality, Positivity, Organisation, Creativity, Motivation and Resilience. A certificate is posted home to parents and carers and a prize is awarded to the student, they also have their star displayed in the classroom.

Communication with External agencies

Home School / College

Our link teachers work closely with the home school / college for all of the students. The students remain on roll with their own school. The link teacher will contact the home school point of contact to gather school background / pupil overview, most recent attendance figure and if the student needs entering for an upcoming exam series. In addition to this we also ask for all subject work to cover at least half a term so that the students can remain up to date with their peers and to ensure that they are not disadvantaged because of their hospital admission. These positive links support the student to regain their confidence in their own learning, which is often eroded when they have missed school and been admitted to hospital. It helps to prepare them to return to school, and allows them to know that the work they are doing is targeted and meaningful.

Every six to eight weeks all students have a Care Plan Approach (CPA) where all members of the MDT are present and external agencies, parents and carers are also invited to participate. This allows all parties to clearly see the progress and planning in place towards discharge. During this meeting an education report is delivered, the report is also sent to the home school. In addition to this formal feedback the Link teachers are in frequent phone and email communication with home schools.

When the student is working towards discharge, the student, link teacher and their parents / carers together with their home school discuss strategies to work towards for a successful transition. This is often built around the student's home leave, and over a period of time this will increase alongside their attendance back to their home school ready for discharge.

Parents / Carers as Partners

At Huntercombe Hospital School Stafford we value the role of parents, and aim to keep them involved with their child's progress, decisions about their education and strategies that will help them make a successful transition back to school.

Individual meetings can be arranged with the link teacher when necessary. Link teachers will keep parents/carers informed of their child's progress with their education.

We have a variety of community events such as the Christmas Sing-a-long Concert, Christmas fair and Summer Fete. Parents are invited to be part of this when possible.

School Policies and Complaints

All of our school policies are available to view upon request. Please contact the head teacher if you would like a copy.

During the admission the link teacher or head teacher are happy to discuss any aspect of education, please contact the school to arrange this.

If you have more serious concerns or would like to make a complaint please contact the head teacher on 01785 842103.

Learning and Teaching

The provision of education at The Huntercombe Hospital School is a vital part of the overall service offered to the young people during their stay in hospital.

It is not only seen as complementing the therapeutic work offered by the medical team, but it also ensures that students can continue their education during their stay in hospital. This service is offered in small class groups and often on a 1:1 basis. This takes place in the school rooms on each ward.

Our experienced teaching team provides a wide range of subjects, up to and including key stage 4 and based on the National Curriculum. We also support and provide assistance, often in 1:1 sessions. For students studying in years 12 and 13 we assign a teacher specifically to look after this group.

We have a dedicated SENCo who is responsible for those students with EHCP's or require intervention due to an educational need. For those students with English as a second language, Specialist EAL support is available for new arrivals from our SENCo. All EAL learners have access to the same broad and rich curriculum as the other students.

We aim to maintain a broad spectrum of resources including: access to computers, the internet, smart boards, and textbooks. Students are expected to use the resources appropriately and safely according to Health and Safety requirements and Safeguarding policy.

As part of our teaching we hope to foster a positive view of ourselves and what it is to be British and a British Citizen, including our values and the basis for our laws and history.

In addition to this, foster an enjoyment of learning. Whilst trying to minimise the disruption to each student's education whilst in hospital. An ultimate aim is to enable students to reintegrate into their mainstream schools or go on to further education with as little disruption as possible.

Furthermore, to raise the levels of attainment for all students, enabling them to achieve their personal best and helping them to become confident, disciplined and self-motivated learners. We also aim to help them make informed decisions and choices for the future.

We aim to provide quality education 39 weeks a year which includes a structured programme of academic and creative activities, which can include school trips. Students are not under any pressure to study, but are encouraged to participate and attend school. Students are also involved with the planning and review of their ILPs. They are able to comment on their CPA and education reports.

Individual Learning Plans

Individual Learning Plans provide methods of identifying achievable goals for students in consultation with them and helps to motivate them to achieve from the educational opportunities available to them. Further 1:1 tuition may be offered where beneficial.

Individual Learning plans are reviewed and assessed every half term in order to ensure the best possible support and encouragement for the student involved. Attainable targets are agreed which take into account the medical condition of the students and the views of the medical team.

Assessments and Reporting

All students on admission will complete initial assessments and diagnostic testing to ensure that all subject teachers are aware of the student's current levels of attainment. During the academic year students' work will be monitored and moderated regularly by the Curriculum Co-ordinator and the Head Teacher. A half termly review of this monitoring is held with all members of the teaching staff and all individual targets and plans are agreed and discussed with the student so a clear sequenced plan of learning is outlined.

Teachers track the students' work, monitor their progress and ability to access education. This includes all assessments and records progress on all students continually through the week. This information informs the education feedback in the meetings with the clinical team. This enables the teachers to take account the clinical needs of the students and the effects of their medication throughout their stay in hospital.

Information and / or reports may also be sought from their previous school and discussions held with their previous teachers. Reports are also provided for medical assessments, patient reviews and discharge CPAs.

We monitor the students' view of the school through half termly school satisfaction surveys. Attendance is monitored on a lesson by lesson basis and is regularly tracked against students' ability to access education with our "Mental Health Function" tool alongside the progress and attendance tracker.

Curriculum

The teachers at Huntercombe School have those same high standards as their colleagues in mainstream schools. We have high expectations of ourselves and those in our care. The ultimate aim is for all students to achieve.

The expectation is for all students' experience in our school, to be enjoyable, purposeful and be able to strengthen current knowledge and wherever possible lead to educational progress.

The school offers a core curriculum of: English, Maths, Science, SMSC, Art, PE, Performing Arts and PSE. The remainder of the curriculum remains flexible in order to accommodate the various demands and challenges presented to us by the student groups.

The curriculum is negotiated with the student on admission, the time arrangements and curricular content are flexible and determined largely by the student's physical and psychological well-being.

Literacy across the curriculum:

Whatever the subject area, your child will be:

- Engaged in talking together to deepen their learning and thinking.
- Writing clear explanations
- Communicating information or opinions
- Taking account of others' points of view or alternative solutions and responding in ways appropriate to role and demonstrating the ability to contribute, reflect, clarify and adapt thinking.

PSHE

Principles of personal, Social, Health and SMSC are incorporated into all of our teaching strategies. The teachers ensure learning focuses on the personal development of the students. Through this programme of learning the teachers are aiming to:

- Develop responsible, respectful, active citizens who are able to play their part and become actively involved in public life as adults
- Develop and deepen students understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance
- Promote equality of opportunity so that all students can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique
- Promote an inclusive environment that meets the needs of all students, irrespective of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation
- Develop students' character, which we define as a set of positive personal traits, dispositions and virtues that inform their motivation and guide their conduct.
- Develop students' confidence, resilience and knowledge
- Enable students to recognise online and offline risks to their wellbeing, and make them aware of the support available to them
- Enable students to recognise the dangers of inappropriate use of mobile technology and social media
- Developing students' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle.
- Develop an age-appropriate understanding of healthy relationships through appropriate relationship and sex education
- Provide an effective careers programme so that students are equipped to make the transition to the next stage successfully.

Relationship and Sex Education (RSE)

The Children and Social Work Act 2017 requires: All secondary schools in England to teach age-appropriate 'relationships and sex education' from 2020. The Department for Education (DFE) requires Sex Education to be provided as part of the National Curriculum and it is taught with due regard to moral considerations and an emphasis on the value and importance of family life and keeping safe. Relationships and Sex education (RSE) is lifelong learning about healthy relationships, sex, sexuality, emotions, and sexual health. The objective of RSE is to help support young people through their physical, emotional and moral development. The teachers recognise the importance of RSE in preparing young people to live safe, fulfilled and healthy lives.

We believe that effective, age-appropriate education about relationships and sex can: foster positive attitudes and values of love and respect; promote spiritual, moral, social and cultural development. If young people can make their transition into adulthood with good information and the confidence and knowledge to understand what is happening to them, they will hopefully grow into confident and healthy adults able to make positive choices. We believe parents and carers have a crucial role to play in their children's learning about healthy relationships and sex education. We intend that the school's RSE programme complements and supports their role.

LGBT

We pride ourselves on being an inclusive school which supports the needs of distinct groups of students, such as: lesbian, gay, bisexual and trans students, and those with lesbian, gay, bisexual and Trans parents/carers. HBT, homophobic, biphobic and transphobic bullying will always be addressed.

As a school we educate students to understand the rights of all people to live freely within their sexual orientation or gender identity without discrimination and prepare our students to live in modern Britain. LGBT history month in February will be included in the PSHE curriculum, using resources from Amnesty International and Stonewall. This is in line with the Equality Act 2010 and incorporates the "protected characteristics".

Equality

In our school equality is a key principle for treating all people the same, irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Equality Act 2010). We have a high expectation of all students regardless of age, gender, ethnicity, ability, social background and sexual orientation to secure the best possible outcomes.

Careers Programme

The careers programme is offered to all of the students. The main aim is for the students to 'know themselves and identify their strengths, weaknesses, learn about different careers and opportunities and obtain individual guidance'. We aim to comply with statutory requirements in the Gatsby Guide, which states eight benchmarks:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of the workplace
7. Encounters with further and higher education
8. Personal Guidance

At Huntercombe Hospital School Stafford we are committed to providing all our students in years 7 to 11 with a comprehensive program of careers education, information, advice and guidance we deliver the careers provision through the curriculum. Careers lessons in PSHE (KS3 and KS4) and Tutorials (KS3, KS4 and KS5), Careers presentations at key transitional times (for example, every half term and before and after the GCSE exam period). In addition to this we visit careers events at the NEC and other local careers events in the area.

Our Careers Leader – Laura Johnson

6th Form Provision

At Huntercombe Hospital Stafford we encourage our sixth form students to have a positive attitude towards learning. We encourage them to be role models for the younger students. We support our students with their A Level and further education.

Our sixth formers take more responsibility for their own learning; many use our IT facilities to access their college or school website. Students who have not achieved a level 2 qualification in Maths and English have the opportunity to develop their skills in these subjects.

For Key Stage 5 students, who are not enrolled with school / college, are supported by the Deputy Head teacher to plan and create a learning pathway.

We offer short courses, including; ASDAN, Future Learn, Open Learn and Functional Skills. All students participate in the BeReady careers programme.

School Organisation

We operate a four period school day. Times are as follows;

Period 1	9.30am – 10.30am
Period 2	11.00am – 11.40am
Period 3	11.45am – 12.30pm
Period 4	1.45pm – 2.30pm

In addition, supported study periods are available 09.00am – 9.30am and 2.30pm – 3.15pm daily for those who are well enough or for those who wish to complete extra school work.

Wedgwood

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
09:30 - 10:30	W Maths JW	W English AO	W Maths JW	W MFL / Options LJ/ JW	W Science RR
10.30 - 11.00	Break	Break	Break	Break	Break
11:00 - 11:40	W English AO	W Maths JW	W English AO	W Science RR	W Art / Options AH/ CB
11:45 - 12:30	W English AO	W Maths JW	W English AO	W Science RR	W Art / Options AH / RR
1:00 - 1:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:45 - 2:30	W Science RR	W English AO	W Art / Options AH / CB	W Maths JW	W PSHE / SMSC RF
2:30 - 3:15		Enrichment RF , LJ, CB, JW		Enrichment RF, LJ, CB, JW	

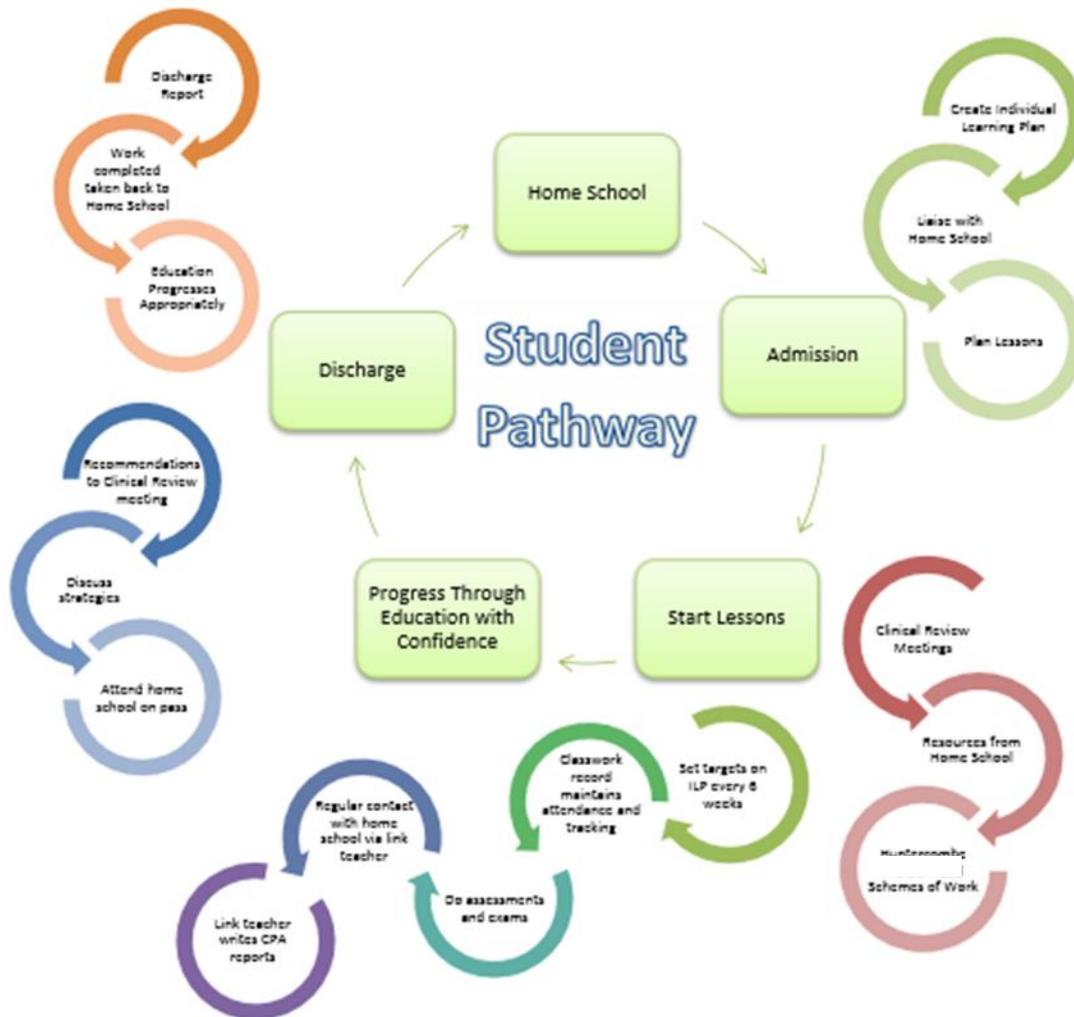
Thorneycroft

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
09:30 - 10:30	T Science RR	T Options JW	T Art AH / RR	T Science RR	T Art AH / JW
10.30 - 11.00	Break	Break	Break	Break	Break
11:00 - 11:45	T Maths JW	T Science RR	T Science RR	T P ARTS LJ	T Science RR
11:45 - 12:30	T PHSE / SMSC RF	T English AO	T Maths JW	T Maths JW	T Maths JW
1:00 - 1:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:45 - 2:30	T English AO	T PE RR	T English AO	T PE RR	T F/S English / Options CB / JW
2:30 - 3:15		Enrichment RF, LJ, CB, JW		Enrichment R F, LJ, CB, JW	

Hartley

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
11:00 - 11:45	H Science RR	H F/S English CB	H Art AH / JW	H Maths JW	H Maths JW
11:45 - 12:30	H F/S English / Options CB / JW	H Science RR	H Art AH / RF	H PSHE / SMSC RF	H F/S English / Options CB
1:00 - 1:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:45 - 2:30	H Maths JW	H PE RR	H Science RR	H PE RR	H P Arts LJ / RR
2:30 - 3:15		Enrichment R F, LJ, CB, JW		Enrichment R F, LJ, CB, JW	

Student Pathway



Examinations

The Huntercombe School Stafford is a registered examination centre. If your child is in hospital during the examination period they will still be able to sit any GCSE or A level examinations, that they have been entered for.

In July 2018, 5 GCSE students sat their terminal summer examinations at the hospital. A total of 59 exam papers were taken and 27 GCSE qualifications were awarded as a result.

There was a 100% pass rate with 70% of GCSE students achieving grades (9 – 5) A* to C

In July 2019, 6 GCSE students sat their terminal summer examinations at the hospital. A total of 106 exam papers were taken and 33 GCSE qualifications were awarded as a result. There was a 100% pass rate with 64% of GCSE students achieving grades (9 – 5) A* to C

Child Protection

Claire Blakemore is the Designated Safeguarding Lead (DSL). If necessary, statutory procedures and practices laid down by the Department for Education will be implemented.

Extra-Curricular Activities

St John's Ambulance



Business Enterprise



Creative Lessons



Additional Activities

The Education Department and the Occupational Therapists liaise to provide a programme of activities, including:

Sports: yoga, stretching and conditioning, team sports, swimming, golf, gym.

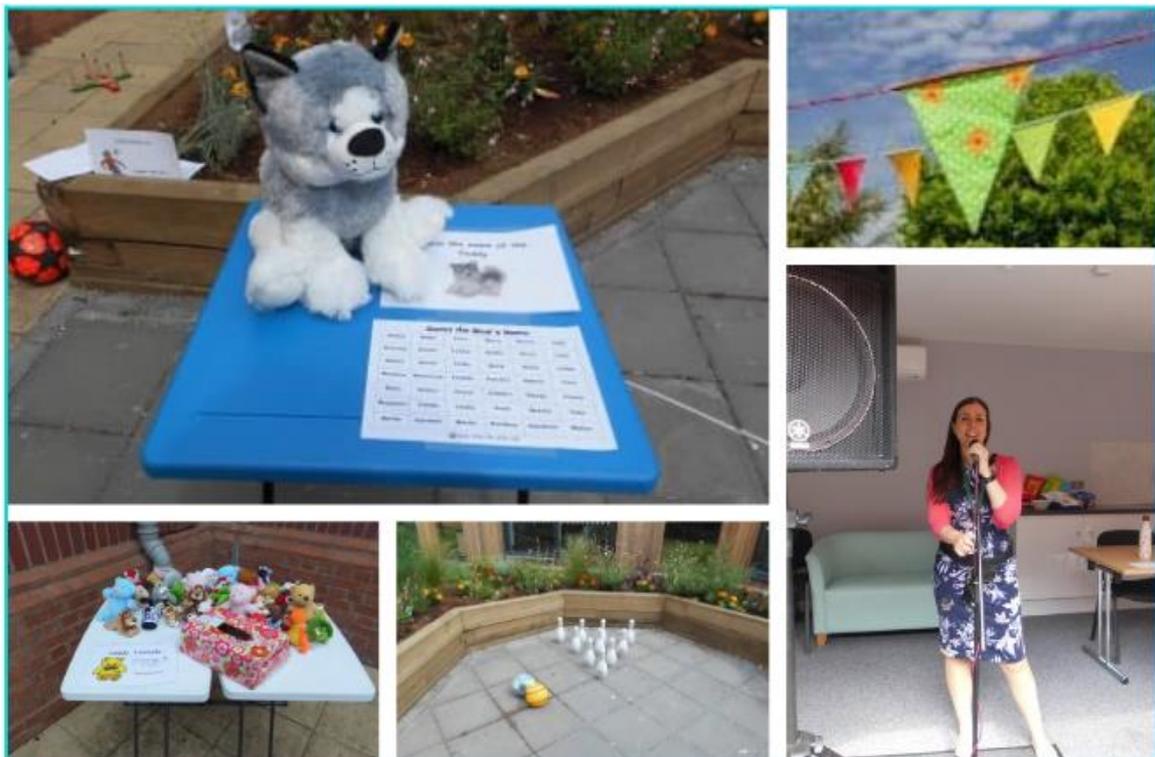
Activities: quizzes, games, movie nights, pamper nights and crafts

Trips: zoo, beach, country parks, cinema, shopping centres.

End of term celebrations: summer fair, Christmas Fair, summer Ball, talent nights.

Summer Fair

There is an annual summer fair. Students, parents / carers, and hospital staff unite to participate in the event.



CSI Day

Students participate in an educational fun day based on a crime scene investigation.

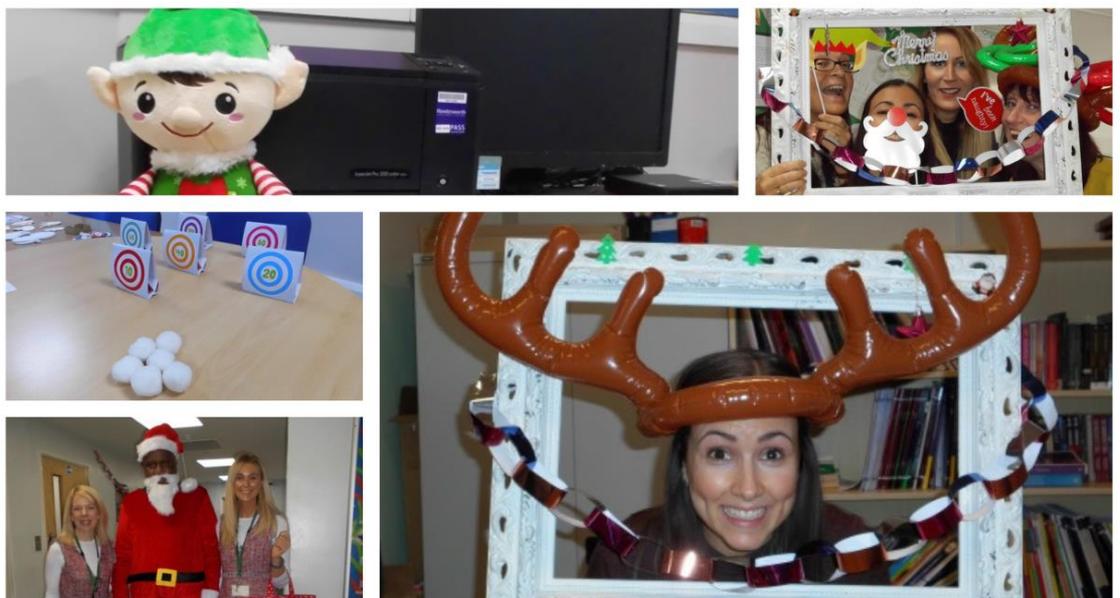


Summer Ball

The Summer ball is an annual event which celebrates the students achievements.



Christmas Fair



School Sports Day

Sports day is a fun competitive inter ward event.



Monitoring Standards

Students can also speak about education in community meetings as well as speaking directly to the education team. The advocacy service POhWER visits weekly and any issues around school are feedback to the Head teacher to update.

Our Ofsted report 2019



Huntercombe Hospital School Stafford
Ivetsey Bank, Wheaton Aston, Stafford, Staffordshire ST19 9QT

Inspection dates	5–7 March 2019
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for students	Good
Sixth form provision	Requires improvement
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and students:

This is a good school

The strengthened leadership team, along with the head of education, CAMHS, the Huntercombe Group, are committed to providing a positive experience of education for every pupil. Leaders have ensured that all of the independent school standards are met.

Well-qualified teaching staff have a good knowledge of the subjects they teach. They ensure that work is personalised to students' needs and provides a good level of challenge.

Effective links with the students' home schools enable students to continue with their examination courses. As a result, students achieve strong outcomes at the end of key stage 4.

The curriculum provides a breadth of experiences and opportunities for students to pursue a variety of courses that interest and engage them.

Safeguarding is effective at the school.

Staff develop positive relationships with the students at the school. They understand and support their individual needs well, including their transition back to school or college.

Students usually behave well in the school, and incidents are rare. However, strategies for managing students' behaviour are not articulated well enough, which can lead to inconsistent support for students.

Students' individualised timetables mean that they have limited opportunities to work and interact together to enhance their social development.

Sixth-form students enjoy a variety of 'taster' courses but they do not have enough opportunities to access suitable accredited courses. Their attendance at school is low.

Leaders are developing suitable careers advice and guidance for the students. Currently, students do not participate in work experience activities.

Assessment systems do not yet provide leaders with a sufficient overview of students' progress. The school's improvement planning is rather disjointed and lacks monitoring and oversight.

While collaborative relationships between the school and hospital are improving, education and health professionals are not yet working in true partnership for the benefit of the students.

Compliance with regulatory requirements

The school meets the requirements of the schedule to the Education (Independent School Standards)

The full report is available on line at <http://reports.ofsted.gov.uk>

Term Dates

Autumn Term 2021

Staff:	Tuesday 31 August – Friday 22 October	(39 working days)
Students:	Thursday 1 September– Friday 22 October	(37 working days)
Half-term:	Monday 25 October – Friday 29 October	
Staff & Students:	Monday 1 November – Friday 17 December	(35 working days)
Holiday:	Monday 20 December – Monday 3 January	

Spring Term 2022

Staff:	Monday 3 January – Friday 18 February	(35 working days)
Students:	Tuesday 4 January – Friday 18 February	(34 working days)
Half-Term:	Monday 21 February – Friday 25 February	
Staff & Students:	Monday 28 February – Friday 8 April	(30 working days)
Holiday:	Monday 11 April – Friday 22 April	

Summer Term 2022

Staff:	Monday 25 April – Friday 27 May	(25 working days)
Students:	Tuesday 26 April – Friday 27 May	(24 working days)
May Day:	Monday 2 May	
Half-Term:	Monday 30 May – Friday 3 June	
Staff:	Monday 6 June – Thursday 21 July	(34 working days)
Students:	Monday 6 June – Thursday 21 July	(34 working days)

School inset days (non-teaching days)

Tuesday 30 August 2021
Wednesday 1 September 2021

Monday 3 January 2022
Monday 25 April 2022

Contact Information

Huntercombe Hospital School Stafford,
Ivetsey Bank, Wheaton Aston,
Staffordshire ST19 9QT
Telephone 01785 842129
E-mail: HHstaffordschool@huntercombe.com
DfE No. 860/6041

Proprietor Address

The Huntercombe Group
Morton House, Morton Road,
Darlington, DL1 4PT
T: 0330 660 5555

Head Teacher / Exams Officer:
Deputy Head Teacher

Claire Blakemore
Laura Johnson

**Designated Safeguarding
Lead for Education**

Claire Blakemore

**Designated Safeguarding
Deputy for Education**

Laura Johnson

Chair of Governors

Wiz Magunda
Huntercombe Hospital
School Stafford,
Ivetsey Bank,
Wheaton Aston,
Staffordshire ST19 9QT
T: 01785 840000