



THE HILL WEST HERALD

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ISSUE 10



**In our Easter
Bonnets**

SPRING TERM 2016



Message from the Head Teacher



On Thursday 24th April 2016 we will be **launching our Year of Maths** with a staff continued professional development day.

On the day we will revisit what it is we want all our pupils to achieve in maths and plan out a year of exciting activities that will get all of our children talking about Maths and embracing a range of challenges.

Maths, as identified in the National Curriculum “is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history’s most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject”.

The National Curriculum for Mathematics aims to ensure that all pupils become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time. It promotes mathematical **reasoning** and requires pupils to follow a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language and it enables pupils to **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication.

At Key Stage One the principal focus of mathematics teaching is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This includes working with numerals, words and the four operations. At this stage, pupils will develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. Teaching will involve using a range of measures to describe and compare different quantities such as length, mass, capacity/column, time and money.

At lower Key Stage Two the principle focus of teaching is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This leads on to the pupils developing efficient written and mental methods and enables them to perform calculations accurately with increasingly large whole numbers. Pupils will be solving a range of problems including with simple fractions. Pupils are required to draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them.

Message from the Head Teacher



It ensures they can use measuring instruments with accuracy and make connections between measure and number. By the end of Year 4, pupils should have memorised the multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work.

The principal focus of mathematics teaching in upper Key Stage Two is to ensure that pupils extend their understanding of the number system and place value to include larger integers. They should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio. At this stage, pupils should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, pupils are introduced to the language of algebra as a means of solving a variety of problems. Teaching in geometry and measures consolidates and extends knowledge developed in number. Teaching ensures that pupils classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them. By the end of Year 6, pupils should be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages. Pupils should read, spell and pronounce mathematical vocabulary correctly too.

The interim framework at the end of Key Stage Two for mathematics list the things children should be able to do to reach the expected standard. I have included a few below.

- They can demonstrate an understanding of place value, including large numbers and decimals e.g. what is the value of 7 in 276,541?; find the difference between the largest and smallest whole numbers that can be made from using three digits e.g. $8.09 = 8 + 9/100$ OR $28.13 = 28 + 13/100$).
- The pupil can calculate mentally using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation e.g. $53 - 82 + 47 = 53 + 47 - 82 = 100 - 82 = 18$ OR $20 \times 7 \times 5 = 20 \times 5 \times 7 = 100 \times 7 = 700$
- Pupils can use mathematical reasoning to find missing angles e.g. the missing angle in an isosceles triangle when one of the angles is given OR the missing angle in a more complex diagram using knowledge about angles at a point and vertically opposite angles.

Our Year of Maths will re-invigorate our maths teaching and learning and we hope to inspire ALL our children to succeed in mathematics.

ATLP Annual Training Event—8th January 2016

Caring for the Children we Share

The ATLP annual training event took place this year on Friday 8th January. This saw all of the staff from the four primary schools come together at Mere Green School for a day of curriculum planning. I was proud to have been asked to welcome everyone to the event in what was billed as an 'inspirational talk'.



It prompted me to think about the things that have been inspirational in my life. And today much of my inspiration comes from my loving family, the staff I work with and the children in our care. I talked about how we are all an inspiration to someone else and that being an inspirational person is not something that is reserved for a few elite. Research from the CfBT Education Trust explored what inspirational teachers actually did in their day to day practice. Not surprisingly, according to those teachers who had been identified as inspirational, the key attributes of highly effective teaching were more attitudinal rather than related to technical skill. These include enthusiasm for teaching, positive relationships with children and high levels of motivation and commitment. There are however some key traits that characterise inspirational schools and I talked about these in turn.

- Having a genuine desire to help
- Seeking and honouring student/pupil choice and input
- Genuine warmth and empathy towards all pupils
- Making clear that all pupils are expected to give of their best both in terms of their work and their behaviour.
- Managing behaviour, space, time and resources effectively and efficiently
- Respecting pupils through behaviours and use of language
- Praising children for effort towards realising their potential.
- Skilfully using questioning and feedback to make lessons highly interactive and extend learning.

And the question I posed on that morning was; how do we ensure that these inspirational traits are shared and consistent across our partnership to ensure our MAT is an inspiration to others and provides the very best opportunities for the pupils in our care? I suggested that this might be through;

- Building on existing relationships and networks
- Recognising respective roles and contributions of all employees
- Celebrating our similarities and capitalising on our differences
- Growing and retaining our own staff within our MAT.

What was clear from the morning was that we were all committed to ensuring that the children we share are central to our vision and there is a collective responsibility / accountability for their well-being, attainment and progress.

Caring for the Children we Share



Snowflakes are one of nature's most fragile things, but just look at what they can do when they stick together.
unknown



Reception at Birmingham Nature Centre

By Mrs Evans - Class Teacher, Robins



Our reception children set off to Birmingham Nature Centre on Thursday, 17th March. 60 excited 4 and 5 year olds came to school with their bags packed, with warm outdoor clothing on and smiles on their faces. They couldn't wait to board the coach for their day of adventure. Fortunately, the sun was shining and everything was set for a day of fun and excitement.

On arrival the children made their way straight into the park, excitedly looking for the animals they could spot. One of their favourites was the red panda, a hit with staff and children alike. The children walked the park several times during the course of the day looking for nocturnal animals, endangered animals and rainforest animals. Mrs Page came back totally exhausted, unlike the children, who skipped off the bus, having had a sleep, of course, on the return journey and eagerly told Dr Clarke about their adventures.

The reception children now look forward to their next school trip which sees them visiting Twycross Zoo on 12th July, just before their first year at school comes to an end.



World Book Day 3rd March 2016

This year's World Book Day saw children and staff really get into the spirit of the day and adorned costumes to replicate their favourite book character. We were introduced to the Caterpillar from *The Hungry Caterpillar*, Stick Man from *Stick Man*, Alice from *Wonderland*, Charlie Bucket from *Charlie and the Chocolate Factory*, a Dalmatian from *101 Dalmatians* and many, many more. Year 5 joined us for our book quiz which was a tightly fought competition that asked children to demonstrate their knowledge of characters and texts from a range of genres. Which characters can you spot?



Year 6 In France

Our journey to France began on a cold Friday morning. It was raining, it was dark and it was cold but we were off to France and we had plenty of sweets and chocolate. Apart from a brief toilet break we travelled non stop to the ferry port of Dover. Waving goodbye to the White Cliffs we made ourselves at home on the ferry, visiting the duty free shops, the café and the arcade.



Chateau du Broutel

The third and final stage of the journey took us along the French roads to the small town of Rue, home of Chateau du Broutel and our home for the weekend.

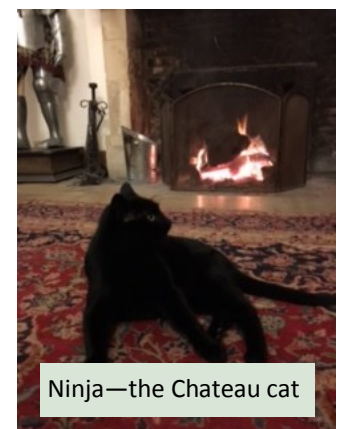
After settling into our dorms we met our group leaders and went off exploring the grounds before coming in for a fantastic evening meal and finally, after a long day—bed.

Our first full day would entail a tour of the grounds, town and market as well as a visit to a chocolate factory. The premises on which we were staying oozed history and the knowledgeable group leaders engaged the children with interesting stories. The market hosted a range of different French goods, including clothes, food and, much to the delight of the pupils a wonderful patisserie ! Local museums and a small cathedral added to the charm of the small town, which, when walking through, gave the children an opportunity to practice their French reading and speaking.

The chocolate factory followed another lovely lunch in the afternoon, where the kind owner of the factory explained how all of the chocolate was made. With a free chocolate in hand, the children also had the chance to buy some of the chocolate. Many gifts for family members were also purchased here.



Road to the Chateau



Ninja—the Chateau cat



Dinning room



Driveway to the Chateau



Sunday was spent visiting some historical sites linked to World War I. It was good to see how sensibly the children responded to what are quite sombre yet beautiful places. On our small tour we visited Lochnagar Crater, Theipval Memorial and The Canadian Monument and Memorial Park, stopping for none other than a baguette for lunch!



Our last evening at the chateau involved a quiz and marshmallows around a camp fire, giving the children chance to reflect upon their trip. We even had Olivia's birthday to celebrate and the Chateau staff kindly made a cake.

Year 6 continued to behave well on the journey home the following day, squeezing in one last chance to practice their French in the Carrefour supermarket!

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Child Friendly Learning Journeys


By Miss Emily Bolton—Assistant Head Teacher

Since the introduction of the New Primary Curriculum in 2014 and the subsequent end of levels in summer 2015, we have been working hard to develop our curriculum and assessment. Over the past two terms we have implemented a new assessment system in school which makes explicit what we expect ALL pupils to achieve in each year group each year. We have developed child friendly learning journeys for our core subjects; reading, writing, maths and science. These journeys break down the national curriculum statements for each year group and key stage into child friendly statements. These documents are in the front of the children’s books for each of the core subjects and comprise of statements for the expected level for each year group and build progressively so that children can assess themselves on what they can do and their next steps.

Our children assess their strengths by highlighting what they can already do alongside their class teacher in pupil conferencing conversations. It allows children and teachers to have a dialogue with children about their strengths and their next steps. This allows children to take responsibility for their learning and understand their next steps and how to get there. By taking responsibility of their assessments alongside their teachers, children are more engaged in the learning process, becoming more aware of their strengths and how to take their learning forward.

To ensure that children feel fully involved in using the child friendly learning journeys each child has a set of highlighters which they use to highlight the statements alongside the teacher during the pupil conferencing session. The children use a different colour each term to highlight their learning journey and this is the same across the school for consistency. It gives children a great visual representation of the skills they have acquired throughout the year and where their next steps are.

We recently surveyed our children to find out their thoughts about our child friendly learning journeys; 100% of children told us that their learning journey tells them what they can do; 98% of children told us that it tells them what they need to do next and 97% of children said that they think that they are making good progress this year. It is clear that children are confident in articulating their learning and enjoy having ownership of this too.

	Word Reading	Comprehension
13	<p>I can segment and blend a wider range of vocabulary.</p> <p>I can recognise the alternative sounds a grapheme can make.</p>	<p>I can talk about books I have read and enjoyed at school and at home.</p> <p>I can join in with the class to talk about what we are reading, and ask questions.</p>
	<p>I can read words of two or more syllables without mistakes.</p>	<p>I can tell you what a story is about after I have read it.</p> <p>I can answer questions about what I am reading.</p> <p>I can use a glossary to find out what a word means.</p>
	<p>I can use punctuation like inverted commas and exclamation marks to help me read aloud.</p> <p>I can read most tricky words.</p>	<p>I can tell you about phrases and ideas that come up in lots of stories.</p> <p>I can recognise similarities in books by the same author.</p>
	<p>I can confidently read aloud from a suitable book without making many mistakes.</p>	<p>I can predict what might happen in a story after I have started reading it.</p> <p>I can make basic inferences based on what is being said and done.</p>
	<p>I can read words ending in: ness. ment. ful and ly.</p>	<p>I can tell you when I have read something wrong and correct myself.</p> <p>I can recite some simple poetry I have learnt by heart.</p>
18+	<p>I re-read books to build up my fluency and confidence in word reading.</p>	<p>I am beginning to understand the writer’s viewpoint.</p> <p>I am beginning to infer information about the feelings and thoughts of characters from what I am reading.</p>

Bikeability

By Rebecca Waldron



Some of our Year 6 pupils have been hitting the saddle as part of a Government initiative called Bikeability, the Cycling Proficiency Test for the 21st Century.

They have been learning to cycle safely on the roads while building their confidence as road users with the help of Aspire Sports.

Children have been learning bike handling and road awareness to equip them with the knowledge and skills to cycle safely on today's roads. As part of the course children had to learn a variety of skills such as understanding road signs, navigating obstacles in the road such as parked cars, approaching and negotiating junctions safely and communicating with other road users by hand signals. The course also encourages children to lead an active and healthy lifestyle.

Miss Amie Hyde, Head of PE said: "The safety of our children is paramount and this extends beyond the school gates. Our children in Year 6 have taken part in the course, meaning not only can they ride with proficiency and safety, but they have had great fun in the process! Thanks to Aspire Sports for their time."

Maurice Wright, from Aspire Sports said "this initiative introduces children to a set of principles for better and safer cycling. Children have greater confidence and more skills allowing them to enjoy all the benefits of cycling."

After successful completion of the course the pupils were presented with a certificate and a badge.



Health Week

By Julie Thomas—Teaching Assistant

Health week at Hill West kicked off to a very active start when, on Monday morning, two netball coaches from 'Netball Juniors' came to our school to teach Year 6. Luckily the sun was shining for us and the children were able to get some fresh air whilst learning lots of new skills.

Our thanks go to Rachael Plimlock and Sarah Johnson, who currently run a Saturday morning netball club at Arthur Terry. They kindly volunteered their services as part of annual 'health and safety week' when each year group chooses a particular aspect of health to study in detail.

For each year group the session began with a warm up, jogging, skipping and jumping round the playground. The children soon forgot about the chill in the air as they went on to practice their ball skills and had a go at shooting into the nets. The hour long sessions for each group concluded with a shoot out. Congratulations go to Robbie, Louis, Shannon, Akheem and Faith, who managed to put the most balls in the net.

I am sure year 6 would like to join me in thanking Rachael and Sarah for all of their hard work and giving the children a welcome break from SATS Master Classes.

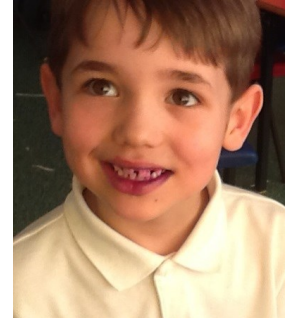
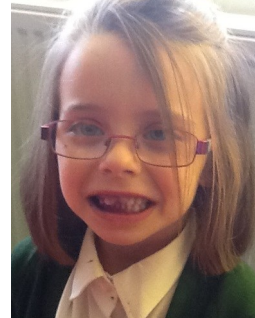
Netball Juniors is held at Arthur Terry on Saturday mornings;
Year 3, 4 and 5 is held from 9.15am to 10.45am
Year 6 is held from 10.45am to 12.15pm
Please telephone 07758 365 324 or email netballjuniors@gmail.com if you would like more information.



Our little ones in reception looked at the week from more of a safety angle. They were treated to a visit from our crossing lady, Jan Dewsbury. Keen to make sure children are aware of the dangers when crossing the roads, Jan talked to them about road safety and also provided them with lots of fun activities to reinforce her message.

Mr Minto assisted the children in setting up their very own busy road in the safety of our playground, using the bikes and traffic signals, and they all went on to act out different scenarios to emphasise the importance of being safe on our roads.

How to look after our teeth was the subject that Year 1 chose to cover. They were asked to bring in their own tooth brushes and were taught the correct way to brush their teeth. Disclosing tablets were used to show up where the plaque remained. It may have been a shock to some! In addition to this, they spoke about how the food they eat can affect the health of their teeth. A real tooth was dropped and left in coca cola. I wonder how that turned out?



Year 2 and Year 5 talked more seriously about health issues. The younger pupils covered childhood illnesses whilst Year 5 spoke about how our lifestyles can affect our health in later life, covering the dangers of alcohol, drugs and smoking.

A visit to our local Waitrose store supported the learning for Year 3 as they talked about the importance of a good diet., mainly concentrating on why we shouldn't eat too much sugar. Keith Warrington, fruit and veg specialist, shocked them with information about how much sugar is in our food to make it taste good. Did you know that a can of pop has 10 cubes of sugar in it? His colleague Andrew Walker then went on to speak about how to store food correctly in the fridge, avoiding cross-contamination.



Arthur Terry's 'A' level dance students are planning to support the Year 4 dance topic in the summer term. They are working towards creating a dance workshop.

Hopefully everyone has enjoyed this year's 'health week' and will share their experiences and knowledge with their families and friends.



Year 6 Take-Over Day

By Rebecca Waldron

Year 6 pupils stepped into the roles of teachers, teaching assistants, clerical assistants and building site supervisors as part of the Year 6 Take Over Days.

Pupils were given the opportunity to apply for positions within school by sending in letters of application, explaining why they would like the role and what qualities they have that would make them a suitable candidate for the job. D'Laynah

wrote in her application "I love to dream big because if this goes well, this could be my dream job." Another applicant, Faith, applied for the role of Head Teacher because "the first thing that comes to me is the amount of responsibility that Dr Clarke is taking on and how I would love to be able to do the same." Successful applicants received a letter appointing them to their job for the day.

Children shadowed staff in the classrooms and helped in lessons, organised reading books, creating displays of pupils' work. Other children led games at break time and completed lunch registers while pupils in the office sent emails, took telephone calls and typed letters.

Year 6 teacher, Mr Lackenby said "Take Over Day is a wonderful precursor to work experience and we were really proud of the maturity and responsibility the children showed. This is a super way for the children to be really involved in the running of the school and to find out more about what is involved."

Alex said "The Take Over Day helped us gain responsibility for later life. It was quite exciting too." While Olivia thought "it was really fun and because I want to be a teacher when I'm older it was a good experience."





British values:

The DfE has produced guidance called 'Promoting fundamental British values as part of Spiritual, Moral, Social and Cultural (SMSC) in schools'. The guidance applies to all maintained schools and is a response to the so-called Trojan Horse cases and concern by DfE and Ofsted regarding the requirement to prepare pupils for life in modern Britain.

Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals

On Thursday, 28th January, a Governor Focus session was held to look at the the outcomes of our RE audit and British values?

The aim of the session was to make Governors aware of the legal and curriculum requirements in the provision of RE, SMSC and delivery of British Values. The Governors were given feed back from our RE Audit in November and we shared how we teach British Values as part of a broad and balanced curriculum.

Outcomes of our RE Audit

Our Governors started with a challenge to sort statements about Religious Education in schools according to whether they were true or false.

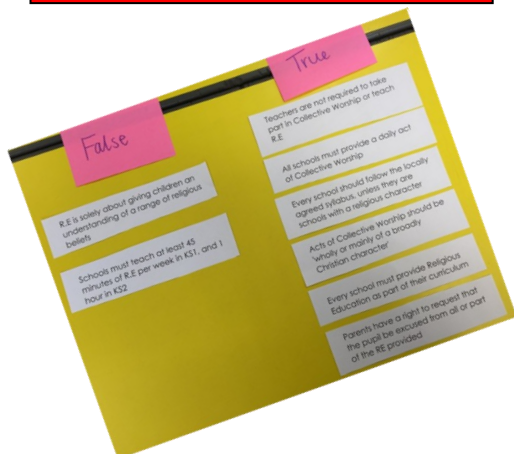
Summary of discussion

The activity brought up a variety of discussion topics:

- The guidance for schools is to teach at least 45 minutes of RE per week in KS1 and 1 hour in KS2, however, this is not statutory. At Hill West the teachers have the freedom to choose how they organise their RE lessons over half a term.
- Our school follows the Birmingham Agreed Syllabus for RE.
- Acts of daily collective worship are mainly Christian in character and often explore moral stories. We build in times for reflection and prayer.

RE Audit

- We talked about why SACRE (Standing Advisory Council for Religious Education) were carrying out audits in schools.
 - ◇ To see that safeguarding concerns in Birmingham are met in Collective Worship and RE
 - ◇ To check that Collective Worship and RE contributes to the broad and balanced curriculum that serves the spiritual, moral, social and cultural development of children
 - ◇ To consider the nature and character of the provision of RE and Collective Worship
- We discussed the outcome of the RE audit at Hill West which was wholly positive.





What is SMSC?

SMSC stands for spiritual, moral, social and cultural development. All schools in England must show how well their pupils develop in SMSC.

Spiritual

Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Moral

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social

Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

Cultural

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.



Why is it important?

School Leaders (including Governors) must ensure that:

- Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.

In our Ofsted inspection in January 2015, SMSC was rated as 'outstanding'.

British Values

We discussed what the British Values are, how they feed into SMSC and RE and talked about how we can teach them in a school context. For example, we discussed:

- Collective Worship themes and how these serve to promote British Values. We have a 'British Values' themed week once every half term and *What's In the News* assemblies every Monday.
- ◇ How we promote democracy in school, such as voting for School Council members
- ◇ The 'Rule of Law' and school's role in ensuring pupils know the consequences when they make the wrong choice.

Tea with Me

Next the Governors were challenged to think about how they would find out about what values children at Hill West had, and what their understanding of British Values was. We would be ascertaining their views through a '**Tea with Me**' session. They thought about:

- Questions they could ask the children
- Things they would be looking for (for example, in the way the children interacted with one another)
- A group of 6 children from Years 2, 4 and 6 joined us for tea and cake

Discussion Points

- The children were asked to reflect upon why British Values are important. They felt that following these values were what made them them. They made them into the people that they are.
- The children felt that they learned about values all of the time and that it was important for everyone within school (teachers, school leaders etc) to have the same values and act as role models. They felt that the Governors should be the best role models of them all.
- Governors asked the children about 'What's in the News' assemblies. On the whole, the children really liked these and were happy that they sometimes addressed quite serious topics. They felt that it is better that they are told about the hard hitting stories in a child-friendly way and in a safe environment where they can discuss them with teachers, rather than hear them on the news and worry about them.
- The children talked about where they use the British Values in school. They shared their experiences of using voting within class council and school council. The rule of Law applied in school because pupils know what the school rules are and are given a warning if the rules are not followed. If the behaviour continues they might get a time-out. They felt that this gave pupils the opportunity to reflect upon their behaviour and make decisions about how to improve.

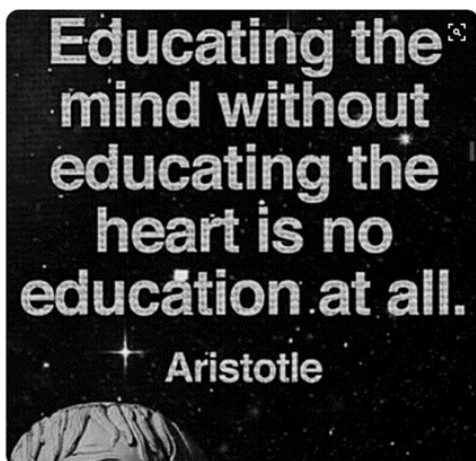


During 'Tea with Me', the children all used their manners throughout. They were considerate of each other when answering questions and took turns. They shared their views openly and with honesty. These were the values that the Governors had hoped to see, indicating the outstanding nature of our SMSC Curriculum.



Outcomes of Governor Focus

- Our RE Audit shows the success of teaching and learning in RE and the excellence of our daily acts of Collective Worship
- Our SMSC Curriculum is 'outstanding' and fully embedded into the ethos, culture and curriculum within Hill West.
- Pupils are given opportunities to develop the spiritual, moral, social and cultural aspects of themselves; explicitly through the teaching of specific skills, and implicitly through high expectations and shared experiences.
- The language of SMSC is used throughout school. The pupils can talk confidently about values such as being resourceful, resilient, insightful etc.
- British Values are promoted explicitly through the teaching of SMSC and PHSE and are implicitly reinforced through the ethos and values of our school.



PTFA Valentine Disco

By Miss Isabella Brown—Year 2 Class Teacher

It was the time of year to polish your dancing shoes and dust off your superhero glad rags for the Hill West school disco!



Once again, the Hill West Primary School hall was cleared in record time by our dedicated team of PTFA parent and teacher volunteers.

Tables were pushed back, chairs were stacked and various educational knickknacks stowed away ready for the hall to be filled with Wonder Woman, Superman, Batman and even Darth Vader!



The DJs set up their equipment and the disco ball was spinning. The music thrummed through the hall and even out into the car park as a hall full of Early Years, Key Stage one and Key Stage two children danced the night away. Even the staff had smiles on their faces.



Our very own popcorn machine kept many of the children, and adults, occupied, even though it was fiddly to assemble, it was worth it in the end.

The sweets sold throughout the night, children asking for money from relatives to squeeze as many penny sweets as they could into their cups! After a short while, the music was stopped to announce the winners of the costume award for Key Stage one. Although all of the costumes were well worthy of earning a prize, Iron Man and Elsa were chosen.



Big Bang Science Fair

By Mr Ian Scrivens—Teaching Assistant, Year 6



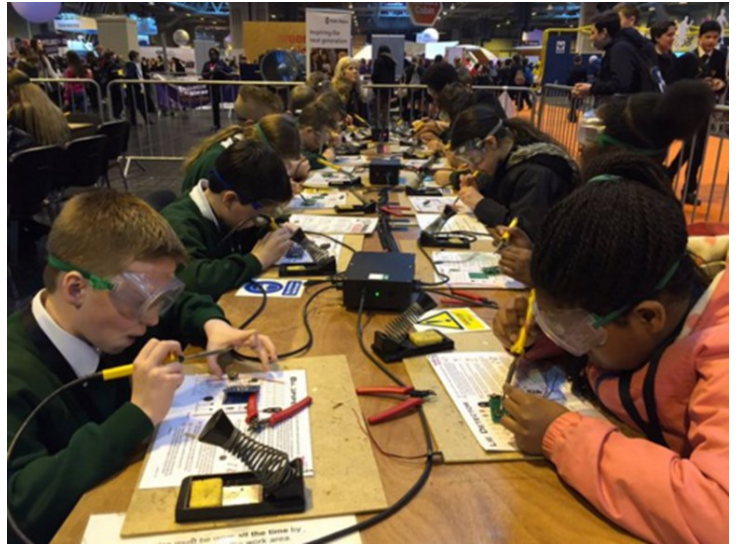
The Big Bang
UK Young Scientists & Engineers Fair

Big Bang Science Fair is always an exciting trip for the children and this year I was fortunate enough to be asked to visit twice. On both days the children had a fantastic time getting 'hands-on' experience in science and experimenting in all areas of science. By far the most popular stands at the NEC were the practical ones by companies such as BAE Systems and Rolls Royce. All of them were keen to stress that their next generation of engineers and scientists will come from this generation of schoolchildren. Year 5 and 6 all enthusiastically joined in with the various activities and tasks relevant to the specific area and had a great time learning without even realising they were learning. A highlight for many were the small shows put on around the NEC to highlight areas of Science. Whilst the children were busy preventing a flood in a lego city at one stand I got chatting to a man with a bass guitar and a real passion for marine biology. It turned out to be 'the Blowfish' (I'll be honest I had no idea who he was, the children had to tell me!!) - the world's only Heavy Metal Marine Biologist. He then put on a show which we really enjoyed about the various weird and interesting species that live in the ocean. The days passed really quickly because there was so much to see and do. There were things that some groups did but others didn't get round to however the smiles on faces and the amount of merchandise at the end of the day told it's own story.





SCIENCE



Pantomime Trip

By Miss Kelly Stone—Class Teacher



He's behind you!

Our annual Panto visit proved to be as fun as always! It was a fantastic treat after returning to school from the Christmas holidays. On Thursday, 7th January 2016 the cast of Aladdin had us laughing our socks off, gasping in awe and shouting with excitement as we travelled from Egypt to China and from King Kong to a very Brummie genie. As always we were relieved to see the happily ever after once the villain, Abanazar, was defeated.



The 3D portion had us gripping our seats and squealing as we travelled at great speed on the magic carpet. The magic carpet, carrying Wishee Washee and the Slave of the Ring, came right out over the audience and even turned upside down!



MARTI JULIAN IFF MATT

My personal highlight was seeing two of our very own Hill West pupils light up the stage when they joined Idle Jack for a sing song at the end.

As always our children behaved impeccably and all left with huge smiles on their faces! I wonder how many fell asleep on the coach ride home?

The dancers were really good. They were all dressed up and looked so cool. I want to do that some day." - Ella

I really liked the bit when they kept falling off the wall, they did it again and again!" - Teg

I loved the 3D part. Stuff was zooming towards me and I had to duck!" - Daegan

I liked the bit when he came out dressed as star wars!" - Jonas

It was better than last year!" - Archie



Hill West Pupils gain success with Royal Sutton Coldfield Athletics Club



Mante Nausedite, Thomas Smith and Emily Symes are all members of the Royal Sutton Coldfield Athletics Club and have recently been celebrating their club's success in the cross country league. The final race of the season was held at Perry Park where their club secured an overall fourth place finish for the season, out of 21 clubs.

Thomas Smith, in Year 5, is captain of the under-11 boys team who finished second on the day and were silver medallists overall for the season! He said "We are all really proud of each other and happy to win silver."

Mante Nausedite, in Year 5 and Emily Symes, in Year 4 were part of the under-11 girls team who narrowly missed out on a team medal, finishing fourth.



If your child has been celebrating success in a activity such as sport, music, drama, dance etc, outside of school, please speak to Rebecca Waldron in the school office and we may be able to feature you in the next edition of the Herald.



Wishing all of our
families a very happy
Easter

