

THE HILL WEST HERALD

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ISSUE 17



SUMMER TERM 2018



Message from the Head Teacher



The end of the summer term for staff in school is always a time of reflection. It is when we look back across the year and celebrate the many successes; successes of individual children, successes of groups of children and successes of classes and year groups. For me, as Headteacher, it is a time to marvel at the amazing work of the entire staff team and to sit back and feel proud of what we have achieved as a school community. This is always epitomised by the Year 6 Leavers' Production.

I think about the selfless acts in which the children always come first. Mr Carroll who gives his time freely to DJ at our Summer Fayre or visit our school on the weekend to water the grass to make the environment wonderful for our children. The many staff (Mr Lackenby, Mrs Balla, Miss Donegan, Mrs Kaur, Dr Warrack, Mrs Grant, Mrs Durkin, Mrs Terry, Mr Ellison, Mrs Scandrett, Miss Cruyton) who have happily attended or accompanied children on residential visits or slept in tents on our school field. The staff (Miss Jones and Miss Cruyton) who have organised and run after school clubs or events or have contributed to enhancing our curriculum provision through events like Sports Day (Miss Donegan) or Polar Exploration Day (Dr Warrack). To Mrs White and all of the PTFA for their dedication and commitment throughout the year, showcased in our Christmas and Summer Fayres as well as our Fun Run in Sutton Park. All of our staff in year 6 who gave up a number of their evenings at the end of this term to mark the very special passing of our students onto bigger and better things. All of our senior leaders (Mr Lackenby, Mrs George, Miss Bolton and Dr Warrack) who have had a relentless focus on continually improving the quality of our provision ensuring the breadth and depth of our curriculum excites every one of our learners. Mrs Lampitt who has organised our school book fairs, run our school library, co-ordinated World Book Day celebrations and supported our Year 6 children to achieve the Junior Rotary Award. Miss Stone for coordinating the Sphero competition for Year 6 at Mere Green and our Early Years Team (Mrs Pardo, Mrs Roberts, Mr Scrivens, Miss Blades, Mrs White, Miss Robinson and Mrs Port) who have given our Reception children an amazing first year at school. Mrs Thompson and Mrs Durkin who are never seen without a smile or positive outlook and who have looked after our children at lunchtime with the help of other dedicated staff. And there are many more I could have mentioned personally too. Together we make a fantastic team with our core purpose being to ensure that learning is fun and that all children succeed.

There is much we can accomplish in the future too. We welcome Miss Beardmore and Miss Davies as new teachers to school in September having said goodbye to Miss Jones, Mrs Langhorn, Miss Blades, Mr Rider and Mrs Bowkett. Mrs Bishop is leaving us temporarily for one academic year. She will join the team at Two Gates in Tamworth (on secondment) to help them realise their potential and accelerate progress for all learners, specifically those in Year 6. We truly have a world class staff team which are helping to shape the lives of so many children not only at Hill West but beyond too. We are fortunate of course, our children are really amazing and this is primarily due to the love and nurture they receive from you at home. My reflections then, turn to all those parents who support us in everything we do, champion us at every opportunity and hold us to account, if needed, with respect and integrity. The members of the parent council who act as an advisory body for school leaders, our local governing body who support us with strategic school planning and of course I would like to thank you all for working with us, for understanding that the job of teaching is a really tough one but one that we absolutely love and I wish you all a very long and happy summer. Enjoy this time with your children; we can't wait to welcome them back in September into their new year groups for another amazing year of accomplishment.



For the second year running young people from across the Arthur Terry Learning Partnership came together for an afternoon of celebration at New Hall Hotel. The event saw nominees from each of the primary and secondary schools celebrate their achievements, hosted by the young people themselves. This year we were delighted to nominate.

Special Endeavour - Philip Freshwater Philip's Dad is a high-ranking Medical Officer in the Royal Navy. He is deployed, often abroad, to use his skills as a physician in some of the most challenging environments on the planet; deployments can extend for long periods of time - up to 7 months - during which time Phillip is without his father. That being so, Philip and his older brother have been recruited as the 'men of the house' doing all of the chores that Dad would usually be doing - this boy knows his way around a toolshed! Never embittered by the regular loss of contact, his acts of selflessness pervade school life too. He is remarkable in his positive life-attitude and exhibits a wry sense of humour: he serves as a reminder to us all that 'absence makes the heart grow fonder' and, though he admits to missing Dad dearly, he doesn't let this dampen his spirits.

Community—Isabel Curry We are extremely proud to have Isabel as a member of our school community, as she demonstrates selflessness when it comes to helping others. Izzy used her initiative to find voluntary opportunities, driven by her social conscience, and her willingness to work hard, volunteering weekly in the school nursery, as part of her Rotary Award. Whilst others may have been quick to stop volunteering at the end of the prescribed time, Izzy continued to volunteer, demonstrating her commitment towards the principle of helping others. Her ethos of looking after others, linked to her strong sense of the importance of family and her respect for older members of our society, drives Izzy. Her ability to balance her personal life, academic work requirements and voluntary work, make her a fantastic role model for her peers. Her generosity; willingness to give time to others; understanding; empathy; compassion; patience and dedication are all qualities that epitomise a great volunteer. Izzy has these qualities in abundance and is richly-deserving of recognition as an every-day young hero.

Extra-Curricular— Mia Lawson Spencer When Mia learnt that the Science Leader wanted some Year 6 children to write, edit and produce a school Science Newspaper, she stepped forward. Artistic and creative, with a good eye for design, she was a welcome addition to the team. However as time passed, it became clear that other qualities, such as her vision, an ability to organise (both ideas and people) and leadership were going to be vital, if the Newspaper was ever to be produced. Able to confidently work with others, Mia contributed her ideas to group who initially got involved. Conscientious, determined and hard-working, with a lively sense of humour, Mia worked within the large team to interview children in every year group across school. As the video interviews and photographs began to flood in, she quickly realised the need for people to take on different roles and she negotiated with other members of the team to allocate tasks to individuals or teams, to ensure that the newspaper began to materialise. In collaboration with an editor, she encouraged children to maintain their attendance, even when they wanted to do other things. Her commitment to our Science Newspaper has been absolute, taking up to 3, 4, or even 5 lunchtimes a week, on occasion, every week since the start of the year. Without her dedication and commitment the Science Newspaper would never have moved from an idea to a reality - which is why there was only ever one candidate for this award from our school!

Progress—Aarya Wall People who achieve great things in life do so through hard-work, commitment and extraordinary determination. Aarya Wall is one of these great achievers. At the start of Year 6, Aarya knew that she would have to work hard. Working with dedicated staff, who believed utterly in her, she developed a wide range of strategies that she began to use with growing confidence. Her strong will drove her forward, whilst her optimism buoyed her growing self-belief. Achievement, borne from determination and hard work, gives her pride and an immeasurable amount of self-worth. Yet it is her relentless determination that has been the key to her success: her motivation and drive to achieve her true potential this year have been phenomenal. Her willingness and desire to achieve have been all-encompassing and she has applied herself completely to this aim, with astounding results.

Contribution to School Life - Samsheer Braich It is a true privilege to have Samsheer as a member of our school community. He is a sensible, thoughtful and caring young man. His conscientious manner and responsible attitude have seen him volunteer as a Play Leader in Year 6, requiring him to sacrifice his lunch-times so that he can support the play of the younger children in school. He is an invaluable member of the team, as he is respected by his peers and loved by the children with whom he works. Samsheer can always be relied upon to attend to his duties. Constantly watching the children in his care, he ensures that a wide range of activities and games are available and that his fellow Play-Leaders are actively engaging children. He is conscious of the impact playing alone can have on emotional well-being and ensures that such children are noticed and opportunities are found to engage them with other children. He enjoys organising games for children and leads these with enthusiasm and a great sense of fun. Empathetic and approachable, Samsheer is a fantastic role model for all the children in our school.

Charity Fundraise - Ocean Fairly Ocean is an incredibly kind and passionate boy who is determined to improve outcomes for others through the contribution he makes towards Charity Fundraising. He has a deep desire to help others and finds raising money for charity fun, yet extremely worthwhile. Last year, Ocean approached Dr Clarke to propose a fund-raising event for Cancer Research. After several meetings, he was able to gain Dr Clarke's support for his plan, and he organised a 'mannequin challenge' for the whole school. He produced posters to advertise the event, building a team of friends to help him with the planning, and even held an assembly to spread the word. He invited children in the school to donate money in order to join in with a giant mannequin challenge on the school playground. In total, Ocean raised a fantastic £80 for Cancer Research. Later that year, Ocean took part in a Charity Bake Sale in support of Macmillan Cancer Care. Ocean enjoyed collecting and displaying the cakes in the school hall before selling them to parents and children. This involved giving up break time and when there will still cakes available, he helped sell them around school. More recently, Ocean organised a sponsored silence, to raise money for Children in Need, further demonstrating his commitment and enthusiasm. Ocean has a selfless attitude and is a fantastic role model for others at school.

Creativity - Aditya Verma Aditya is Hillwest's answer to 'Young Musician of the Year', he spends at least half an hour per day practising his beloved piano. He can regularly be found 'banging out' his favourite popular tunes - to sing along to with his family and friends - but also agonises over the nuances of Beethoven's Symphonies for his grading exams. Whilst he has obvious musical talent, Adi has persevered for many years to hone his talent to its current level. Balancing the demands of music practice with his academic work, he has worked harder than most. He attends the Richard Newman Academy and, alongside his fellow students, performs regularly in concert at St James' Church (Mere Green). His parents, family and friends are exceptionally proud when he confidently performs in front of such large audiences. This is no mean feat, as he is reserved and whilst not lacking in confidence - he is modest and doesn't naturally push past other individuals to 'show off'.

Going above and beyond - Myla Brookes Myla is an intelligent, responsible and dedicated young lady, of whom we are exceptionally proud. She has developed in maturity throughout her time at school and whilst not over-confident, she has grown into an erudite, intelligent member of the year group. Certainly, Myla always gives her very best, and she is always willing to help others. She is selfless in the classroom (where Myla is always happy to help teachers - by handing out books, fetching things, or tidying up) and this helpfulness extends outside of the classroom. Myla has the admirable skill of noticing when people need help before they even ask for it - and has prevented many a child from feeling sad, lonely or upset through her intervention. Myla is such a kind and reliable young lady - never failing to put the needs, wants or wishes of others before her own. This is not limited to peers or younger children, but is extended to staff, whom Myla frequently asks if she can do anything to help (at lunch or break time). Myla endeavors to do the very best she can, no matter what the task. She is a truly delightful young lady, demonstrating all the skills necessary to make her future extremely successful and she is the natural choice for this award.



Time To Say Goodbye ...

By Miss Lara Jones

After four wonderful years at Hill West and nine years living in Birmingham, I have made the big decision to move back home to South Wales. I will be teaching in Year 5 at Milton Primary School in Newport and I'm very excited about starting a new chapter of my life.



It's been an amazing journey for me and from my first day here, I have felt welcomed and supported by the staff and parents. I remember my first day as a newly qualified teacher and I was very nervous about teaching 30 little



children but after that first day, I never looked back. At Hill West, I have developed my practice day after day and I thank all of the staff for their continued opportunities for development; not forgetting the guidance and support (both academically and emotionally!) during the completion of my Masters in Teaching and Learning.

A thank you also goes to all of the children I have taught over the four years of being here. Each class will hold a special place in my heart and I have loved teaching every single one of you. It's also been a delight to watch you all grow and mature and I will be very sad to say goodbye on the last day of term.



My time at Hill West has not only been about the classes I have taught, but also about the choir. In the years I have been leading it, I have watched it grow and become bigger than I ever thought possible. The concerts and performances we have shared have all been very special and again, will be memories I cherish.

I wish you all the very best for the future and I thank you for all of the lovely memories you have made for me here; you are all superstars!



Primary Science Quality Mark



By Dr Rhian Warrack

As you may be aware, Hill West Primary School began the Primary Science Quality Mark (PSQM) program in April 2017. ***I am delighted to inform you that in June, we received the news that we have been awarded Gold—the highest possible level!***

PSQM is an award scheme to enable primary schools across the UK to evaluate, strengthen and celebrate their science provision. It was felt this was needed because high stakes maths, reading and writing assessments have had a detrimental effect on the quality of science teaching and learning in primary schools and there has been a lowering of the profile of science in primary schools following removal of Science SAT tests.

By embarking on the PSQM at Hill West, we aimed to:

- raise the profile of science in school
- evaluate and develop all aspects of science teaching and learning at Hill West
- use the PSQM framework and professional support intrinsically provided by being part of a PSQM Hub, to develop science leadership, teaching and learning within school
- celebrate excellence in science at Hill West Primary School
- work with existing Science networks and facilitate new Science networks in order to provide us with support for science teaching and learning
- access a rich data base of current good practice in science, within school

Over the past year, I have worked with the these aims to improve the experience of children during science lessons in our school. At the outset I wanted to find out what children did not like about science teaching. Most pupils across the whole school told me that they did not like the amount of writing they had to do in science lessons. I asked children what they thought would improve science at Hill West. They told me they would like more opportunities to carry out experiments and to handle or take part in scientific experiments and they were particularly keen to carry out more explosions!



I shared the children's comments about what their experience of science was like with staff when I discussed with the staff their ideas of what they thought good science lessons should look like. We prioritized these ideas and developed the Hill West Principles for Science.

I then carried out a series of training sessions to develop staff's understanding of Enquiry-based learning and how they can plan and teach lessons using the Working Scientifically strands of the 2014 National Curriculum, in order to embed hands-on learning in Science across the whole school. This has lead to a significant improvement in the experience of science for children in school —with children carrying out more scientific investigations across the whole school.

Hill West Primary School Principles for Science

At Hill West Primary School, science lessons will...

- Be creative and engaging.
- Develop children's deep understanding of scientific processes, in context.
- Be active, practical, hands-on and fun!
- Use a wide range of high quality resources.
- Be taught by confident, knowledgeable teachers.
- Ask and answer the children's own questions and ideas.
- Use the outdoor learning environment wherever possible.
- Ensure that children listen to each other's ideas.
- Be continued, or investigated further, at home.

Badgers investigated how forces could be used to lift heavy weights in the wooded area last week. They found levers to counteract the force of gravity.

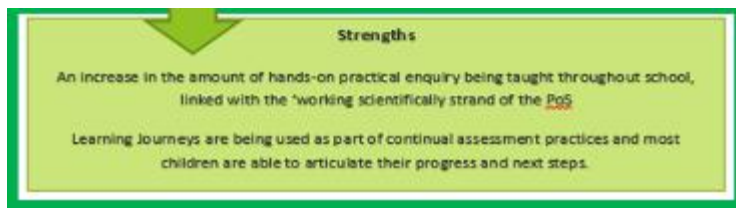


Ultimately, this creative, practical, hands-on approach to science has made science engaging and fun for the children and has really raised the profile of science at Hill West.

Pupils reported that they 'loved Science' and could clearly articulate examples of how they had experienced scientific investigation through hands-on enquiry-based learning. They could recall complex details of their learning - with deep understanding of scientific concepts - from learning which had taken place up to 4 months earlier

Child interview during Science Review (Jan 2018)

I have evaluated and developed all aspects of science teaching and learning at Hill West through a wide range of processes including year group reviews, whole school science teaching reviews and discussions with children.



Only 6 months after commencing the PSQM program, our internal review showed that staff at Hill West had really embraced the training they had received and were enthusiastically delivering scientific content knowledge through the Working Scientifically strands of the curriculum—which is why children were now reporting that they 'loved science' and that science was 'fun'.

I was extremely pleased that we were accepted into the Polar Exploration Program for the year—as this played a major role in both raising the profile of Science (as a STEM subject) with children, staff, parents and the Hill West Community and in linking us to a network of scientific professionals; STEM Ambassadors.

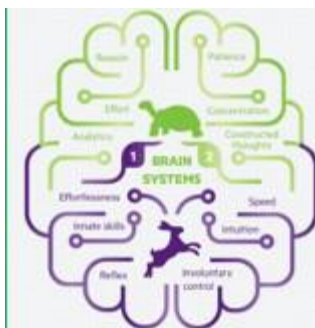


Dr Ashley Green came into school to train staff on the key aspects of the Polar Exploration Program, and alongside our passionate and enthusiastic staff at Hill West, helped me to deliver the whole-school Polar Exploration Day. Across school, children took part in a wide range of



activities and experiments to help them to understand about the Antarctic Geographical Survey mission. Dr Green talked to them about the engineering developments made as British shipyards built the Antarctic Geographical Survey boat, the RSS Sir David Attenborough and staff supported the children across school to learn about what being a Polar Explorer might be like, what they need to eat to survive and how difficult it might be to travel across the ice carrying supplies and equipment needed for survival.

We were also accepted into a National Research project (UnLocke) to develop scientists understanding of how misconceptions are stored in the brain and to investigate the effectiveness of strategies to overcome preconceived misconceptions. This gave me an



opportunity to liaise with Neurology Researchers at Birkbeck University—a personal interest of mine as I originally studied Neurobiology and Neurochemistry during my time as a Scientist. Some of our students even had brain scans and an opportunity to be assessed before and after taking part in the program to help the scientists to understand whether the strategies they had been using in school for the tests period had been effective.



The results of this study have not yet been published but anecdotal evidence in class (Years 3 and 5 were involved in this project) indicates that the 'Stop and Think' strategy was effective in making children consider their responses and decreased the number of errors in responses that children made as a result of misconceptions that they had picked up earlier in their lives. In addition, children's awareness of the brain, how it works, what a misconception is and the importance of scientific research was elevated through our participation in the UnLocke project – and our participation has helped them to investigate how the brain attempts to overcome learnt misconceptions.

To achieve Gold, however, this work was not enough; it was necessary for me to have an impact on Science Leaders and teachers in other schools to improve the experience of science for their children. I have run the Arthur Terry Teaching School Science (ATTS) Network since I came to Hill West two years ago, and this has given me an opportunity to share good practice with colleagues, who have cascaded this on return to their own schools. I have also developed the Science course for the School Centered Initial Teacher Training (SCITT) program for ATTS and delivered one of the four sessions to students on this course. When the course was reviewed it was very positively evaluated by organisers and students as one that provided continuity, progression and a wide variety of learning opportunities. Feedback from students on the course indicated they had received support and guidance from a knowledgeable teacher, developed their subject knowledge, shared my enthusiasm for the subject and learnt how important it is to teach age-relevant objectives and to teach these concepts in depth.

The PSQM reviewer of our submissions said, "There is a rich, deep range of evidence presented with appropriate commentary to explain it. The evidence clearly demonstrates impact across the whole school (Silver) and great feedback from colleagues in other schools demonstrates the wider impact (Gold).

I am absolutely delighted that we have achieved the Gold award: it is a testimony to the hard work and enthusiasm of all the Hill West Staff, who have elevated Science teaching so that now children 'love Science' at Hill West.

Twycross Zoo

By Mrs Lisa Pardo



Reception had a wonderful day at Twycross Zoo. We got on the coach together and we were off! At the zoo we saw so many animals and used the maps to make our way around the site. We saw all of the animals that we had hoped to and then stopped to eat our picnics. We tracked down the elephants and then it was time to find some shade and enjoy a cool ice lolly. We had a lovely day, children were worn out and many had a little sleep on the journey back to school.



Our best bits:

'Seeing the elephants , chimpanzees and the giraffes'. Lilly-Rose

'Looking at the flamingos and one was hiding'. Leighton

'Seeing the cheetahs because I loved seeing them walk from room to room'. Sophie

'Watching the butterflies flying around our hair'. Samuel

'I liked seeing the monkeys because they can swing so high'. Haaris

Camping On The Field

By Mrs Sarah Terry

8.45am arrived on Thursday 5th July and so did 60 excited Year 4 children. Armed with sleeping bags, pillows, cuddly toys and plenty of sunscreen and water, the children bustled their way through the classroom doors, ready to begin their camping adventure, along with Mrs Terry, Mr Ellison, Mrs Kaur and Mrs Scandrett. Miss Cruxton, Mr Minto and Mr Scrivens would join later.

Soon enough, it began. Sarah, from Hill West's PTFA, kindly offered her invaluable assistance again to help set up the tents. She demonstrated how to put up a tent, along with the help of some children, and then it was up to Year 4 to do the same. After around an hour, and a bit of a muddle with poles and pegs, home was set for the night. Year 4's tent village was built!



Although children were excited to explore their tents, they had plenty to get on with before they could. The first team activity was a Moles Vs Squirrels space-hopper relay race. The two classes demonstrated excellent sportsmanship by cheering their classmates on, and even their friends in the other class. After taking an early lead and retaining it the entire way through the race, Squirrels were crowned space-hopper champions!

After lunch came the most challenging team-building activity of all. The objective was to use the equipment provided (crates, boxes, pipes, P.E. equipment and baskets) to move as many tennis balls from one side of the football pitch to another. The rules? Only one ball could be moved at a time and nobody could travel with the ball. This proved incredibly difficult with some children using their imagination to 'bend' the rules, much to the staff's amusement. To complete this activity, the children needed to work together to decide upon strategies and think creatively, which they certainly did! The winning team managed to move 27 balls during the game by doing so.

As late afternoon arrived, so did the next activity – an oldie but a goodie. Charades. Children inventively described their favourite books, films and television shows much to the amusement (and sometimes bemusement) of everybody else. Esme's communication of Bagpuss had the staff confused for a while until all became clear.



A busy day meant that the children (and staff) had worked up an appetite. Thankfully, Domino's was there to save the day! The delicious meal of margherita pizza and squash was enjoyed al fresco, thanks to the glorious weather, and followed by some well-deserved free time. It was during this time that many children played football, others stayed chatting in their tents, some built an incredible 'teddy hotel' and a few children put on a fantastic singing and dancing show to a variety of songs.



Hot chocolate and biscuits followed, so did pyjamas and bedtime. You'd think that after such a tiring day, everybody would be ready for bed but the prospect of staying at school overnight was just too exciting! Eventually, at around 10pm, the animated chatting settled to quiet hushings and the movement around the campsite began to fade out. The darkness arrived and so did bedtime.

Bright and early the next day, the sun rose, the campers awoke and they spent time playing on the school field to work up an appetite for breakfast, which was an assortment of cereals accompanied by yoghurt and juice. At this point, I must say a massive thank you to Anita who runs the school kitchen, who came in early just to provide us with breakfast.



Following breakfast, teeth were brushed, faces were washed and clothes were changed ready for the morning's first activity – nature art. Using anything that appeared naturally on the school fields (leaves, grass, soil, etc.) children were tasked to make a self-portrait. Again, this activity required them to use their imagination, and so they did. The results were incredibly impressive.

After break time, it was time to test the children's team-work skills again, this time, to see how well they could communicate without speaking. Children needed to stand on a bench then organise themselves using given criteria (for example, in order of age or height) without speaking. However, their classmates on the ground could assist them in moving positions or indicating where they should be. By winning three rounds, Moles proved that they had a very successful team.



Sadly, after lunch, came time to pack away camp. Sarah, along with parent helpers and Dawn from the PFTA, came to help again by demonstrating the correct way to take down a tent, before assisting the children in doing so. Again, this was incredibly helpful so I must say an enormous thank you to all those who helped.

At 3.30pm, the school field was clear and 60 happy yet exhausted children were re-united with their parents for a weekend that no doubt involved lots of sleep. Thank you to all of the staff who helped to organise or take part in the camp, and of course an enormous THANK YOU to all of the children for making it so enjoyable.

Now it's time to start organising next year's camp...



"I'd give camping 5 stars because there were loads of activities and we could never have been bored." - Zain

"I would really recommend camping because all the activities will keep you occupied." - Alex

"I liked playing cricket." - Lucas

"The team-work activities were fun because you could play with your friends and have fun at the same time as collaborating." - Neve

YEAR 6 Leavers' Production

By Mr Steve George



Last year, *GBD Entertainment* brought panto-style drama back to Hill West in grand style with its production of 'Pirates of the Currybean'. That show was a critical and commercial success and the same team are back this year with the most Medieval-centric of panto-type stories, that of King Arthur, Queen Guinevere, handsome heroes and pretty princesses – the celebrated 'What a Knight'; Craig Hawes, the author, has included the usual plot-lines and an assortment of daft jokes.

Javonte Morgan appears supremely confident as the King – it's easy to understand how the casting crew fell for his easy, open charm – an impressive dancer, he slips into Hawes' dynamic routines with energy and grace, accompanied by his Queen (Isabel Curry). They make a strong and regal pair of leads, it's just a shame the script doesn't give them a little more time together.

Castle cook 'Kitty Cobblers' (Rebecca Mason) and her son 'Watt Cobblers' (Emily Symes) turn the fun-level up to maximum and belt out solos with great aplomb – to the delight of the audience.

The star of the gig, though is (arguably) Charlie McAuley. Playing the Black Knight, McAuley is sheer dramatic gold, coasting through the plot with feigned indifference and lethal delivery – spitting lines out to scare the cast and audience, he also has some of the best gags and his sparring with his henchmen, Ernie and Bernie Blackhead (Ethan Griffith and Dominic Longmore) is one of the highlights of the show that is packed with laughs.

One of the criticisms levelled at last year's spectacular was the lack of diversity in the casting – this has been wisely addressed - notably with the inclusion of trained dancers (Connie Hunt, Mia Levy and Abigail Plimmer) and the fiery dragon 'Dusty' (Ayla Crouch) who holds her own against some fierce comedy competition. Probably though, it's the distinctive style of Zack Trotter as 'Merlin the Magician' who gets the loudest applause of the knight (sic).



For their part, the teacher-directors, George, Bishop and Donegan, have created a genuine spectacular. There are echoes of 'A Knight's Tale' and 'Robin Hood' in the playful score which gives a nod to Sondheim and the candy-coloured set design is a triumph.

The Summer Fayre

By Mrs Karen White

The sun shone brightly again for this years summer fayre extravaganza!

The magnificent PTFA, staff team and year six pupils arrived at school early to start setting up the popular local event. Mr Carroll (aka DJ Stretch), ensured that summer tunes roused the troops during the rising heat whilst they worked tirelessly.

The BBQ was fired up and the PTFA began flipping burgers and sizzling their sausages. Inflatables, games, assault courses, tombolas and stalls were a plenty and the Hill West field looked incredible.

At 11 o'clock the gates were opened and pupils, families and members of the local community were welcomed to our fantastic event. Everyone enjoyed a look at the stalls, a chance to win on the tombola, year group performances, pumping music and of course the tasty BBQ food.

Later on the fire brigade arrived to give our soon to depart year sixes, a good hose down farewell as well as a water balloon barrage from the other year groups .

Much fun was had by all and the PTFA raised the stunning amount of over £3000.

Year six children: "It was great, I loved getting soaked."

"It was fabulous because we were sprayed and the raffle was easy to win."

"It was very entertaining."



Reception children:

"Year six got soaked."

" I liked naming the teddy."

" I liked getting all of the sweets."

" I was proud when I sang with all of my friends."

" I dressed up and sang a pi-rate song."

We
would

Year 2 Visit To Warwick Castle

By Miss Kelly Stone

On the morning of Friday 15th June, a very excited Year 2 boarded the coach and set off for Warwick Castle! On arrival, each class set off to explore the amazing castle and grounds, learning more about some of the features we had been researching as part of our castles topic.

The first stop was the Horrible Histories maze, where we all earned ourselves a badge by collecting the stamps and finding our way out. We then made our way to the Great Hall and the state rooms, full of amazing old furniture, real suits of armour and secret passages hidden in the walls. We saw a huge cauldron known as 'Guy's Porridge Pot', which was used to cook stew for the castle's soldiers 500 years ago. We put Louie into the pot but decided against serving him up for lunch!



"Inside the castle, there were amazing guns, swords, cross bows and arrows." Aiden, Kingfishers



Back outside, we made our way across the busy courtyard to Guy's Tower, which stands at 39m tall. We lost count of the number of steps we had to climb to reach the top and we all felt a little dizzy when we stepped out into the sunshine on the tower roof. After some time spent looking at the amazing view, we made our way carefully back down and over to the hill, where we could sit and enjoy our packed lunch while we watched the incredible Trebuchet show! We learnt all about how a Trebuchet (a giant catapult) works and watched them fire a cannon ball across the island. Some cheeky peacocks came to try and steal our lunch but we were too quick for them.



"I saw a beautiful, colourful and feathery peacock with a majestic dark blue neck". Ayla, Owls



After lunch and a little rest, we headed to see the birds of prey show, where huge eagles, vultures and falcons swooped over our heads and soared over the towers. Then we went to play in the beautiful gardens, where we could get really close to the stunning peacocks who wander around.



"I climbed the immense Guy's Tower, there were over 500 steps!" Sophie A, Kingfishers



Finally, it was time to board the coach for the return to school. After their fantastic day, the children used their experience to help them write a recount of the day, full of interesting facts and information, and build their very own mini Trebuchets!



"I loved the birds of prey show because a huge eagle flew rapidly over my head." Darshan, Owls

My First Term as Deputy Head

By Mr Stuart Lackenby

Just over five years ago, I joined the Hill West and Arthur Terry Learning Partnership family as an NQT and, during that time, have had the privilege of working with some of the most wonderful children, families and colleagues that I could ever wish to work with in a job that I truly love; first as a class teacher and then, for the past two and a half years, as Assistant Head Teacher.



In April 2018, I was presented with the incredible opportunity to become Acting Deputy Head Teacher at Hill West, to cover whilst Mrs Cook is on maternity leave. Having led Phase 3 (Years 5 & 6) for a number of years, and having brought about many changes that have impacted positively on our school, I was excited by the prospect of working more widely across school, to build upon best practice and to use my leadership as a driver to influence policy and procedures and secure better personal and academic outcomes for all of our children.

Therefore, before the interview, I went about creating a vision for how my leadership would take our school forward, with inclusivity and the celebration of diversity being at the core of all that we did. I'd like to be able to say that I can remember the exact things that I said during my interview but I'm afraid it all seems to have gone by in a nervous blur. What I can say is that my message was simple: I would, as I always had done before, continue to work tirelessly for our children, families and staff to ensure their experiences of life at Hill West were the best they could be.

The rest, as they say, is history and I was appointed as Deputy Head Teacher at Hill West at the beginning of the summer term. I found myself turning up to school on 16th April for my first day as Deputy Head. I was suited and booted. I had a new hair style. I was confident. I felt enthusiastic. But then, as I sat in my office, a number of questions plagued me: *Would I be the leader I said I was going to be or wanted to be? How would the children, parents and staff respond to me in my new role?* This wasn't at all how I'd imagined my first hour in post to be but, after several strong, steady coffees, I came to understand what I had to do. It was simple really. All I had to do is what I had done all along in my role as class teacher then as Assistant Head Teacher: do what I thought was **right**.

And here I am - 14 weeks into my new post and writing this with more confidence than I could have imagined on day one. What a phenomenal journey it has been! Has it all been plain sailing along the way and have I achieved all that I set out to do? Absolutely not - there have been challenges along the way and many new things to learn but these pale into insignificance when I think of all the wonderful things that we have achieved together so far and when I look back on the fantastic first term in post that I have had.

"Inclusion elevates
all."

- Elaine Hall

Early in my role as Deputy Head and Inclusion Lead, I knew that one of the key priorities I wanted us to achieve as a school was to review our Personal Development and Wellbeing (PDW) curriculum. Although this had already been in place for a number of years before I took up post, I believed there was scope to enhance the curriculum to better promote inclusive practices and develop a curriculum that, not only reflected, but celebrated the diverse 21st century global community the children are part of. It was something that I felt truly passionate about and so I began this work in earnest with our staff on our inset day at the beginning of May.

That morning, I distinctly remember standing in front of the staff, hoping that I could convince them of the reasons why we needed to redevelop our curriculum and why it was important to include topics that many would shy away from, such as: gay marriage, different family structures, the impact of substance misuse and unhealthy relationships. I remember saying to the team that this wasn't about being brave: it was about it being **right** for our children. From the reassuring nods around the room, I could see that the staff also agreed with this sentiment and, over the course of the day, we produced a curriculum that would not only broaden our children's perception of the world, but one which would also act to safeguard them and allow them to become more accepting and tolerant of others.

It has been a pleasure to see this work come into fruition in the past few months and I have been in awe of the children's response to the new curriculum so far; I know this will go from strength to strength in the coming year. My personal highlight from this work has been in exploring inclusion through the use of stories during assembly time. The children have amazed me with their understanding of prejudice and discrimination faced by migrants when we read our book 'The New Neighbours' as well as their reflections on personal struggles faced by some people with physical disabilities using 'We're All Wonders' - there is such power in story and I believe it is a great medium for the teaching of difficult or challenging topics in a child-friendly way.



Another interesting and significant part of my new position has been to take on the role of the school's Special Educational Needs and Disability Coordinator (SENDCo). Whilst there were already many examples of excellent practice going on in and around school, changes at a National level, with a refocusing on meeting the needs of pupils with Special Educational Needs & Disabilities (SEND), provided the perfect opportunity to revisit and refine our approaches to ensure that our practices were effective in meeting the needs of all of our children. During my early weeks in post, I set about creating a five-point SEND strategy (below) to guide our practice at Hill West in the coming academic year, underpinned by the principles of inclusivity and doing what is **right** by our children. Much work has already been done in implementing this strategy: robust assessments have been done with individual children; staff have had training in specific areas of SEND and behaviour and new systems are in place for the coming academic year to make arrangements for provision transparent to parents and tracking of progress clearer.

SEND Strategy for 2018-2019

- 1.) Improve the early and accurate identification of SEND needs for individual pupils through the use of formative diagnostic tools and specialist support/guidance from external agencies.***
- 2.) Ensure there is effective use, direction and streamlining of specialist support (in the form of external agencies) in delivering the kinds of support, training and interventions staff require to impact successfully on the quality of teaching, learning and outcomes for all pupils.***
- 3.) Improve the overall progress rates and attainment outcomes for all children, specifically those with SEN, by effectively closing the achievement gap between children with SEND and other children in school so that outcomes are at least in-line with National expectations for similar pupils.***
- 4.) Ensure we further embed a culture of evaluating the impact of what we do, that the outcomes for children are regularly reviewed and that we monitor and invite feedback on parents' and children's experiences of school systems.***
- 5.) Build parents' confidence in the support provided and improve the engagement of parents by providing them with timely information, advice and support, and a high quality statutory assessment process. It is a priority to ensure that children with SEND, and their parents and carers, are involved in decision making at every stage***

Of course, this incredible work has not been done singlehandedly and I would like to thank each and every one of my colleagues; it is a privilege to work alongside such dedicated and passionate individuals and I am humbled by all the work our staff do at Hill West for our children.

So what does the future hold for my tenure as Deputy Head Teacher? Of course, it has been impossible to write about all my experiences to date but I would say that I am ending the first term in post on a high. I have the transition picnics to look forward to in the final week of the term and I am delighted to announce that, next year, I will be leading a 'Year of Inclusion' so will be planning for this over the summer, ready to launch in September 2018.

Finally, I'd like to say 'Thank You' to all the parents and families who continue to support all that we do at Hill West (I always love to hear your feedback on the school drive) and, most importantly, 'Thank You' to each and every one of our children. They make my job very special it is a pleasure being your Deputy Head Teacher.

Have a great summer.



Year 3 Residential Visit To Woodlands

By Ellyn Cruxton

The 19th April would go down as the hottest day of the year so far however, when 8.45am came around, all that year 3 knew was that they were going to Woodlands and that they were very excited. At 9.15am, after some goodbyes, the loaded-down children made their way to the coach and after a mere 15 minutes they had arrived at Woodlands. There wasn't long to enjoy the excitement of the dormitories because activities were due to start imminently. The children were split into 3 groups and completed a rotation of 4 activities.



Activity one was archery. Here the children learnt how to release their inner Robin Hoods by shooting arrows at a target. This activity then got a bit more competitive when teams were pitted against each other to see who could score the highest.

The next activity was the canoeing. The kids were quickly fitted into life jackets and helmets and put into canoes. There was a short amount of time to get used to steering the canoes (with varying degrees of success) and then it was time for fun. The children participated in a variety of the games including the 'okie kokie' and pirates. What better way to cool off than by walking the plank and jumping into the water?



After lunch, activity 3 was the assault course. By releasing their inner combat skills, the children were able to scale, climb and clamber over a variety of obstacles. They ended this by bravely crawling through a dark tunnel.

The final activity of the day was the eagerly anticipated zipwire. All children were extremely brave by conquering their fears and tackling the zipwire. Some even completed the extra challenge by flossing on their way down.



In the evening, children had some down time and got to spend time playing the sun. After, dinner, hot chocolate and books, it was bed time.



The next morning, after the children had tidied and had breakfast, they completed their final activities. They showed some great skills in Frisbee golf and we demonstrated that there are a lot of future circus stars during circus skills.

Over the 2 days, the children showed great sportsmanship and attitude. They did Hill West extremely proud.



Year 5 Cluster Day at Arthur Terry

By Chloe Grant

On Thursday 21st June, 2018, Hares and Badgers were lucky enough to experience their very first cluster day at Arthur Terry—a day that would see them working with different agencies from the area, Arthur Terry students and mingling with several different primary schools.

This year, the theme of our cluster day was 'Staying Safe'. This was very important to our children, in the lead up to the long summer holidays where many of them will be out and about, experiencing new things, and, for some, heading out to play or meet friends independently for the first time.

The children completed several activities during the day, including a first aid session, during which they learnt about responding in an emergency and practised putting an injured person into the discovery position and checking their airways.



The children also gained some valuable knowledge on how to keep themselves and friends safe—both in real life and using their digital literacy skills. They were interested and quite shocked to hear some real life statistics about the importance of staying safe when using social media and online games such as 'Fortnite' and were able to name steps to take to ensure they can have fun and stay safe at the same time.

Perhaps the part of the day many of the children had been looking forward to the most was, in fact, lunch! Lots of our children experienced their first taste of 'secondary school food' by purchasing their own lunch in the Arthur Terry canteen. Some firm favourites were hotdog and chips and pizza—we are definitely excited for secondary school now!

Our Favourite Parts of Cluster Day!

"The food—there was a variety of choices and it was delicious!" Ashwin, Hares

**"Learning about CPR to help save someone's life!"
Alex, Badgers**

"I liked seeing friends from different schools on the field!" Louisa, Badgers

"It was exciting to look round Arthur Terry and see what the classrooms would be like!" Katie, Hares

A Visit from 'The Animal Lady'

By Sarah Langhorn



The children found out about whether these animals were carnivores, herbivores or omnivores and enjoyed asking questions about them.

Year One had such a fantastic time when the Animal Lady came to visit Hill West. We were all excited to find out which animals she had brought us to meet and she didn't let us in gently! The first animal we were introduced to was 'George' the corn snake. Some of the children were a little unsure about holding or touching him, but they were so brave and the children soon realised that there was nothing to be scared of at all!

Swifts and Swallows enjoyed meeting all sorts of animals including a hedgehog, a tortoise, an owl and the super cute honey badger!



Around the school there was a real buzz as each class got to meet the animals.

The teachers were pretty excited about it too!



Sports Day 2018

By Miss Linsie Donegan

Hill West Sports Day 2018

Wow! What a great year of sport we have had this year at Hill West! It was fantastic to see all our children competing in a variety of events throughout the

day. Sports day was extra special this year as we were very lucky to be joined the amazing James Dasaolu, a professional athlete who has represented team GB in a

Number of national championships.' He has competed in The 100m, 200m, 60m and relay and won gold in 2014 and Silver in 2013. In 2013 he ran the 100m in 9.91 seconds making him the second fastest man in Britain ever. Whilst here, James worked with every year group from Year 1-6 and started by doing

an assembly with KS1 where he talked about his career so far and the training he has to go through to compete at professional level. Each year group then took part in a 30 minute training session, of which they had been sponsored for. This money helps fund new equipment for school and goes towards funding athletes such as James. The children really enjoyed meeting such a successful athlete and spending time understanding what he goes through to compete at such a high level.

This was such a great event to have going on alongside our amazing sports day. The children really got to enjoy a full day of sport.





The children did amazingly well during sports day to cope with such hot temperatures. But there was lots of sun cream and water around to keep us all safe in the sun. I would like to thank the local Co-op shop on Clarence Road for donating lots of water and fruit during our KS1 event.

The day started well with the KS2 events. All children, teachers and parents were assembled on the field under our brand new gazebos (which were in our house colours, thank you PTFA).

We had the wonderful Mr Carroll announcing our races to keep everyone up to date on what was coming up and the current scores. Everyone had the chance to race for their house, whether it was a track or field event. We had sprints, skipping, relays, novelty and even water balloons on the track. I think the Year 6's enjoyed the chance to cool off with the water balloon race.

In the field events we had the standing long jump and the speed bounce, which everyone did an amazing job at.

By the end of the morning we had one house out in the lead with 211 points— Pankhurst.



It was the time for KS1 to step up and compete for their house. They had a very tough job racing in the afternoon sun, but parents were on

hand to help out throughout the afternoon.

All children had a great time and enjoyed themselves.

By the end of the afternoon Mandela had won with an amazing 79 points.

But the overall winning house was..... PANKHURST with 266 points. I would like to thank everyone for such a wonderful day and all staff, without whom these events could never take place.



Year 6 Graduation

By Kerry-Lynn Lampitt

Congratulations Year Six!

I am confident that you are ready for this big transition from the familiar faces and surroundings of Primary School, to the new routines, teachers and classmates of Secondary School; I offer you a few kind words and advice.



Positive Emotion

Being able to focus on positive emotions is more than just smiling, it is your ability to be optimistic and view the past, present, and future in a positive way. This positive view of life as you move into Secondary School will inspire you to be more creative, take more chances and make new friends. So I challenge you to focus on the highs and positive aspects of your life. In times of trouble or challenge be grateful for the most important things in your life – your family, friends, educational opportunities and that we live in such a great country. Enjoyment comes from intellectual stimulation and creativity, so embrace the challenges of Secondary School. A positive outlook is needed, because if you enjoy the work you will be asked to do, you are more likely to persevere and hit challenges head on.

Engagement

Engagement in the activities in our lives is important for us to learn, grow and nurture our personal happiness. So be open to all that Secondary School offers – try new things and participate in everything on offer. You might discover a new interest – something you never thought of before which will bring you great joy. Everyone is different and we all find enjoyment in different things whether it's playing an instrument, playing a sport, dancing, art, working on an interesting project or even a hobby. This type of 'flow' of engagement is important to stretch our intelligence, skills and emotional capabilities.

Relationships

Relationships and social connections are one of the most important aspects of life. Building positive relationships with your parents, siblings, peers, and friends are an important way to spread love and joy. Having strong relationships gives you support; so as you move into Secondary School, take the opportunity to make new friends. Be kind and respectful of everyone. Sometimes you have to be nice to others, not because they are nice, but because you are!

Audrey Hepburn once said: You can tell more about a person by what he says about others than what others say about him.

Accomplishments

Having goals and ambition in life can help us to achieve things that can give us a sense of accomplishment. In your new school set yourself realistic but challenging goals. Just putting in the effort to achieve those goals will give you a sense of satisfaction. And when you finally achieve them, a sense of pride and fulfilment will be reached; having accomplishments in life is important to push ourselves so we can thrive and flourish.

In conclusion, let me please thank each of you for the great life and leadership you have provided to Hill West Primary school and the community through your primary education. You are a talented and compassionate group of young people with an extremely bright future ahead.

Good luck Year six!

Partnership Working At Its Very Best

By Mrs Amie Bishop

Shanghai, spheros and **secondments**: three very different concepts that have no correlation, but to the Arthur Terry Learning Partnership, they provide snapshots of enriching experiences that will enhance the teaching and learning throughout the academy.



For over five years now, the partnership between schools within the academy has been growing from strength to strength and it is clear that this is set to continue. For staff, this has meant opportunities to learn from colleagues across the partnership and have access to valuable professional development sessions. One example of this is the **Shanghai** teacher exchange project that took place in February this year. Two teachers from Shanghai visited Slade Primary School and taught a series



of lessons showcasing their approach to teaching mathematics - an approach which has been globally acclaimed as being very successful. As members of the ATLP, teachers from Hill West were invited to observe the lessons and identify elements of them that would have a profound impact on teaching and learning within their own classroom.



Developing relationships across the partnership has meant that opportunities for the schools to work together has increased. Most recently, Year 6 children at Hill West took part in a computing challenge with children from Slade, Brookvale and Mere Green. They had to create a maze out of masking tape and use code to direct a **sphero** (a motorised ball) around it. The competition gave children a purpose and incentive for their learning: they were engrossed in the coding and learnt many valuable, life-long skills.

With national leaders of education, national governor marks and a barrage of outstanding academic achievements to boot, the ATLP is certainly making its mark on the community and – most importantly – the children at Hill West are reaping the benefits. However, the reputation of the partnership is rapidly growing and, as such, our talents, skills and capabilities as staff are often sought after. I was delighted when, earlier this year, I was asked by Anna Balson (the Executive Primary Head Teacher) to teach and lead Year 6 at Two Gates Community Primary School in Tamworth, using my knowledge and experience of the end of Key Stage Two assessments to rapidly improve outcomes. As such, I am taking a year's **secondment** and will be based at Two Gates during the 2018/19 academic year. It is a fantastic opportunity that I am really excited about and will provide me with excellent teaching experiences. Although I am sad to be away from Hill West, I am secure in the knowledge that I am still part of the wider academy family and I am sure it won't be the last you will hear from me!

