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ACE; Ambitious, Curious, and Ever-respectful

Message from the Head Teacher

By Dr Beth Clarke

Excitement is now mounting at school as our new school build is due to commence in the coming weeks. We are one of many schools across the country to benefit from the School Rebuilding Programme, which will deliver modern education environments in net-zero buildings.

Our new school will not only take a better position on our school site, supporting easier access but will have purpose designed spaces and teaching rooms to deliver our ambitious curriculum. A new sports hall, outdoor multi-use games area, dance studio and dining room will all be enjoyed by our pupils and staff, who are hopeful of moving into our new school in September 2025.

The re-build programme is designed not only to enhance the educational experience for pupils but also to prioritise environmental responsibility and sustainability. The new school will be constructed with cutting-edge technology and sustainable materials, ensuring minimal carbon footprint and maximum efficiency.

Key features of the new primary school include:

- ✓ **Net Zero Carbon Emissions:** The new school will produce as much energy as it consumes, achieving carbon neutrality through renewable energy sources and energy-efficient design.
- ✓ **State-of-the-Art Facilities:** pupils will benefit from modern classrooms, and recreational spaces equipped with the latest technology to foster a dynamic and engaging learning environment.
- ✓ **Green Spaces and Outdoor Learning Areas:** The school will feature ample green spaces, gardens, and outdoor learning areas to encourage connection with nature and promote environmental education.
- ✓ **Educational Outreach:** The programme will offer educational outreach initiatives to share knowledge and best practices in sustainability with other schools and communities, fostering a culture of environmental stewardship.

The Primary School Re-Build Programme represents a bold step towards a more sustainable future, demonstrating that educational excellence and environmental responsibility go hand in hand. We hope that our new school will serve as a beacon of innovation and sustainability for generations to come and be enjoyed by pupils and families long into the future.



ATLP News; Reviewing Equality, Diversity and Inclusion across Partnership



One of the UK's most highly respected education leaders says she is 'very excited' to work with the Arthur Terry Learning Partnership to help define its Equality, Diversity and Inclusion (EDI) strategy. Ava Sturridge-Packer CBE will be working with our schools who are home to more than 10,000 students and over 1,000 members of staff. Her role with ATLP will include working with the Partnership's leaders and staff to help build a robust and effective EDI policy, while also engaging with individual schools and supporting communication and resolution in specific cases.

A teacher of huge experience, at a variety of contexts in the West Midlands and beyond, Ava was appointed a National Leader of Education and her school achieved a Teaching School designation. Ava was Head at St Mary's C of E Primary School in Handsworth for 22 years, leading it from Special Measures to Ofsted Outstanding. Over the years she was seconded from St Mary's as Executive Headteacher to a number of schools, where she made a significant difference to children and families. In January 2000 she was awarded a CBE for Services to Education.

"I'm very excited to be helping ATLP on its journey to improve the Partnership's EDI strategy," she said. "I'm looking forward to supporting the Partnership strategically with EDI, as well as helping individual schools to understand how to better apply policy in a practical way. I will also be meeting parents as well, where they have views that they want to share. It's an opportunity to help one of the most respected educational trusts shape an important policy, so I'm very excited about it!" As part of her work, Ava hopes to also have input into shaping ATLP's recruitment policy. She previously worked for the DFE on a two-year Recruitment and Retention project, and worked with a group of Birmingham-based senior professionals who were funded by the National College to support diverse leaders on their pathways to success.

She explained: "By looking at recruitment, and the retention of staff, we can create pathways for people who are from diverse backgrounds, to promote a more representative mix, which is very important."

For many years Ava worked as part of the National College Headteachers Reference Group, and has regularly worked with a number of MATs in Birmingham and across the country, carrying out school improvement work and Headteacher performance management reviews. "In a sense, it's about opening the doors a little bit wider for people. We should make sure that there aren't barriers that stop people from going up the ladder, and accessing opportunities that will benefit the trust and the children and families.

"At the school level, I'll be doing things like looking at the school environment with the leadership team, and advising them in terms of resources, books and curriculum design." A former Ofsted Inspector, Ava was a member of the DFE's writing group for the national Teachers' Standards, and was last year made an Honorary Fellow in the College of Social Sciences by the University of Birmingham, where she has regularly chaired leadership seminars.

She said: "I think that the Arthur Terry Learning Partnership and its leadership team should be commended for grasping the nettle and being brave enough to say that -- while things have certainly moved on from where they were previously -- they are still not good enough and there are always improvements that can be made in education, to quote Sir Tim Brighouse from the past. "In my work, I want people to feel that it's a partnership, and develop a relationship of trust so that we can grow together. Getting EDI right in education is incredibly important, because what happens in our schools impacts on all aspects of society. Schools can bring about real change."

Richard Gill CBE, the CEO of ATLP, said: "I am delighted that an educational leader of the standing of Ava Sturridge-Packer will be helping ATLP along its journey to reinvigorate our approach to EDI, both in terms of a broad strategy and also how it applies on the ground, in our schools, with our leaders and staff.

Reception - Butterflies

By Mrs. Lisa Pardo

This term has been a whirlwind of excitement and learning, marked by captivating activities and some delightful additions to our classroom.

The children at Hill West School were brimming with joy when a special delivery brought some extraordinary visitors into our midst. As the Reception class unveiled their package, their faces lit up at the sight of the wonderfully wriggly caterpillars nestled inside. Thus began a journey of discovery as the children embarked on learning how to care for these newfound companions. Their curiosity sparked a flurry of well-thought-out questions: "When will they grow?", "What do they eat?", "How do they build a chrysalis?". In response, we expanded their vocabulary to include terms like 'chrysalis', 'emerge', and 'transform'.

Our exploration centred around the classic tale of 'The Very Hungry Caterpillar', which served as the cornerstone of our learning. Through this book and guided instruction, the children unravelled the mysteries of the caterpillar and butterfly life cycle changes. Witnessing a mesmerising time-lapse video depicting the complete life cycle further prepared us for our journey ahead. With bated breath, the children patiently awaited each miraculous transformation. From voracious eating to the meticulous construction of chrysalises, every stage was met with wonder and awe. Transferring the chrysalises into net enclosures allowed us to closely monitor the ensuing metamorphosis. Anticipation peaked as we provided sugared water and fruit, eagerly awaiting the emergence of butterflies. The children's excitement reached new heights when they arrived at school one morning to find a kaleidoscope of vibrant butterflies flitting about in the nets. With wings aglow with colour, they were unmistakably ready for their next chapter. Finding the perfect spot in the field, the children unzipped the nets, allowing the butterflies to embark on their maiden flights. Every moment of growth was cherished and celebrated.

In tandem with our fluttering friends, Reception's mathematics curriculum seamlessly integrated the theme of butterflies. Utilising butterfly-shaped visuals, the children engaged in activities aimed at mastering the concept of doubles. Painting circles on one side of the wings and folding the shapes illustrated this mathematical principle in a tangible way.

The creative table buzzed with activity throughout this journey:

- Pipe cleaner caterpillars and butterflies
- Symmetry printing
- Observational drawings and paintings
- Egg carton caterpillars

This immersive experience has left an indelible mark on all involved, fostering a sense of wonder and learning that will be cherished for years to come.



Year 1 – Vesak Class Performance

By Miss Anjali Parekh

Happy Vesak day! Year 1 have had a fabulous time preparing for their class assembly about the Buddhist festival of Vesak. Year 1 started learning about Buddhism this term. Buddhism is a vastly spiritual religion. Buddhists believe that the human life is one of suffering, and that a focus on meditation, spiritual and physical behaviours can help you achieve enlightenment, or as they call it, nirvana. This is based on the teachings of the Buddha, whose name was Siddhartha Gautama. Every year, Buddhists celebrate the day that the Buddha became enlightened – this is called Vesak Day. Year 1 portrayed the ideas of the Buddha beautifully!

The children wore flamboyant clothing to represent the colourful celebrations Buddhists enjoy during Vesak. They wore scarves to represent the robes that Buddhist monks wear. During Vesak, Buddhists light lanterns and go to Buddhist temples: to replicate this, the children created their own lanterns and showcased them during their assembly! The lanterns were vibrant - covered in patterns and bright paints.

Siddhartha Gautama was born into royalty and lived a charmed life. However, it was predicted that Siddhartha would be a special holy man. One day, he decided to leave the comfort of the palace walls and give up his life of luxury. This would be the beginnings to his path to becoming the Buddha. Here, he learnt that life is filled with suffering and greed. After many days and months of meditation, the Buddha realised that, in order to be happy, we must live a simple life without any possessions. Siddhartha became a wise and popular teacher, able to journey into deep understanding of the nature of reality during periods of meditation. Year 1 explained this concept with maturity and respect by showing their parents how the Buddha meditated under the tree.

“Kindness. Whenever you try this you will bring a smile to someone’s face.”

Year 1 have been practising their song about kindness along with the actions all term. This showcases a Buddhist’s outlook - to show kindness and to do good deeds for as many people as possible - because this makes the world a better place! We hope that everyone can take some inspiration to do kind acts for others, follow the Buddha’s teachings, focus on what is important in life and to meditate to help ease our worries.

Miss Parekh and Miss Beardmore are so proud of the Year 1 children. They rose to the challenge by learning their lines and performing their songs superbly! Such a great way to finish the term. We are all still singing the songs days later!



Year 2 – Black Country Museum Trip

By Miss Kerry Lynch and Mrs. Farzana Walele

Year 2 embarked on an incredible journey through time during their immersive experience at the Black Country Museum this term. Their focus was on how toys have changed over time as they travelled back in time to the early 1900's to find out what life was like for people during this period. Transported back in time, the children traversed the cobblestone streets of yesteryear, immersing themselves in the sights and sounds of a bygone era. Their adventure led them to various historical landmarks, each offering a unique window into the past.

One memorable stop was in the year 1921, where the children were treated to the enchanting allure of the silent cinema. With bated breath, they watched as flickering images danced across the screen, depicting the mischievous antics of children in a hospital setting. Despite the lack of dialogue, the children were captivated by the storyline, erupting into fits of laughter as they witnessed the chaos unfold.

At the museum's hospital they met with two midwives who talked to the children about how they supported young mums with caring for their babies. Lots of children tried holding the lovely baby models that were very realistic compared to the dolls that were made during the 1930s. The children were very shocked to discover that back then the toys could be very dangerous for little ones. Shock rippled through the group as they discovered the presence of arsenic and lead in the paint of those antiquated playthings, a revelation unthinkable in today's safety-conscious world.



During the visit to the back-to-back houses, the children were shocked to find out that they only had one room downstairs and one room upstairs. They could not understand why there was no settee or comfy chairs to sit on, but what shocked them the most, was the fact that people would go to a shared toilet, and they could end up with their neighbour sitting on the toilet next to them having a chat. The lady who lived there showed the children a toy doll that she had made for her daughter from a leather shoe. She had used the heel for the face. In contrast, the next house belonged to people who had more money. They had two rooms both downstairs and upstairs and could afford to buy their children toys. They had dolls made from porcelain and toy pianos made from wood.

After an exhilarating day of exploration and learning, the children were shown street games, which transported them back in time to experience the joy and simplicity of old-fashioned pastimes. Laughter filled the air as they engaged in a variety of delightful activities, from testing their aim with bean bags to skillfully flipping a wooden ball into a cup. With each toss and roll, they embraced the timeless charm of these traditional games; their spirits lifted by the camaraderie and excitement of the moment. And as they chased after wooden wheels down the winding streets, their imaginations carried them back to centuries gone by.

Year 3 – Experiencing Ancient Egypt

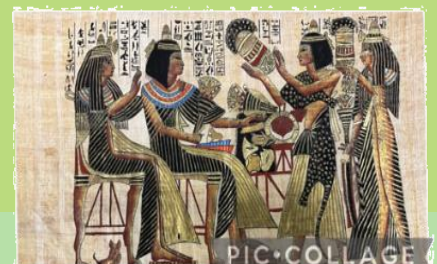
By Mrs. Jas Sagoo

The air was filled with anticipation as the children gathered for the school day - their eyes wide with excitement. Today was no ordinary day at school; it was a journey back in time to Ancient Egypt. As they stepped into the historic workshop, they were greeted by Ahri, their Egyptian guide, who would lead them through the wonders of ancient Egyptian civilisation.

The highlight of the day was undoubtedly witnessing, Ahri, as he conducted the mummification process. With rapt attention, the children watched as the ancient rituals unfolded before their eyes. From the meticulous wrapping of the body to the preservation techniques, every step was a fascinating glimpse into the beliefs and practices of Ancient Egyptians. The children were enthralled, some even gasping in awe as they witnessed history come to life. It was an experience they would not soon forget.

Guided by Ahri, in the next part of their adventure, the children became archaeologists, working in pairs to uncover the secrets of Ancient Egyptian artifacts. They meticulously examined each object on display, uncovering clues about daily life, beliefs and customs of this ancient civilization. Excited whispers filled the air as they pieced together information, their curiosity driving them to delve deeper into the past. It was a hands-on lesson in history that sparked their imaginations and ignited a thirst for knowledge.

The children eagerly learned traditional games like Senet and Mancala. With focused attention, they absorbed the rules and strategies, immersing themselves in gameplay. Through these ancient pastimes, the children connected with the past while developing critical thinking and strategic planning. Reflecting on their experience, they appreciated the cultural significance of these games and left the workshop with newfound knowledge and skills.





As the day progressed, the children were divided into teams and tasked with building their own Ancient Egyptian city using a simulator. With creativity and collaboration, they designed their cities, carefully balancing religious, military, educational and agricultural elements. Every decision came with a price, and they soon realised the challenges of maintaining a thriving civilisation in the face of world events. It was a lesson in strategy, teamwork, and decision-making, as they navigated through triumphs and setbacks, striving to emerge victorious.



PIC•COLLAGE

As the day drew to a close, the children were given the chance to leave their mark on history by scribing their names in Egyptian ink on papyrus. With careful strokes, they wrote their names in hieroglyphics and created a tangible reminder of their journey through time. As they admired their handiwork, they couldn't help but feel a sense of pride and connection to the Ancient Egyptians who had done the same thousands of years ago.



PIC•COLLAGE

Overall, it was a day filled with discovery, learning, and adventure. The children's enthusiasm was evident as they immersed themselves in the wonders of Ancient Egypt. From mummification to artifact investigation, city building to historic games, each activity enhanced their understanding and appreciation of Egyptian culture and history. As they bid farewell to the workshop, their minds buzzing with newfound knowledge, one thing was clear: today, they had truly experienced the magic of Ancient Egypt firsthand.

Year 4 – Preparation for our Multiplication Check

By Miss Sarah Mooney



We have been incredibly proud of the children in Year 4 this year, especially those that have been working hard on their quick-fire multiplication questions! In preparation for the check in June both Moles and Squirrels have been doing daily practice to boost their confidence. The children each complete a weekly check and provide their scores to their teachers. The children have to answer twenty-five questions and have six seconds to answer each question. This is to test their fluency in knowing their multiplication facts.

In preparation for this check, the children have been fulfilling daily sessions on TT Rockstars. Each child completes a sound check score once a week for Miss Mooney and Ms Whelan. This particular activity mimics the government test in June and, WOW, have the children impressed us with their scores! Both classes now have a multiplication club held in the mornings where enthusiastic children can join us for extra practice. They children are so excited and proud when they beat their record and we are so lucky to have such dedicated pupils.

In addition to TT Rockstars, the children have been completing tricky multiplication puzzles in Maths. Our fabulous CanDo Maths programme supports us with the perfect resources to learn our times tables back to front! The children have been looking at all the different ways we can make different times tables up to twelve, such as drawing times tables using cubes, swapping round the numbers using the commutative law, and using our timetables facts to work out step-by-step complex problem-solving questions. The children never cease to amaze us with their fluency. They are brilliant at spotting patterns and can always tell us a huge amount of information about just one times table question!

Our children have been so determined they have even pushed themselves to have a go at the government practice “check it” test, which consists of completing a mock online test - a mimic of the exact test they will take in June. All children have been so diligent with their revision; they are continually looking at how they can improve their scores or their quick timings. We are always so impressed with their perseverance and resilience at this time. We cannot wait for them to give it their best shot in June.

The children have worked so hard and have put so much effort and revision into learning and practising their times tables. Well done to all of you. We are all in awe at your determination and you are all truly ACE children. Now go out there and smash it!!



Year 5 – The Road to Paris 2024

By Mr. Adam Henrick



The Year 5 children recently embarked on an extraordinary adventure with the company 'Inspire', participating in an engaging event aptly named "The Road to Paris 2024." This unique initiative aimed to introduce the children to various Olympic sports and foster a sense of excitement and anticipation for the upcoming Paris 2024 Olympics.

The event was meticulously organised with many stations - each dedicated to a different sport. This set-up allowed the children to get a flavour for the activities that will be featured in the Olympics. The day was packed with action, smiles, and laughter, leaving a lasting impression on everyone involved.



One of the highlights was the archery base. Here, the children learned about precision and focus as they aimed their arrows at targets. Under the guidance of trained instructors, they discovered the thrill of hitting the bullseye and the cheers of their peers added to the excitement.

At another station, the children experienced the challenge and excitement of wheelchair racing. This activity was not only fun but also educational, giving the children a glimpse into the world of Paralympic sports. They raced each other with enthusiasm, learning about the strength and determination required by Paralympic athletes.



Blindfolded penalties provided another unique experience. This activity emphasised the importance of trust and teamwork, as the children had to rely on the guidance of their friends to score goals whilst blindfolded. It was a hilarious and enlightening experience, filled with shouts of encouragement and peals of laughter.



The boules pitch introduced the children to a traditional French sport, closely associated with leisurely afternoons in Parisian parks. They quickly picked up the techniques and enjoyed the strategic aspect of the game, trying to get their boules as close as possible to the target.

Boxing was another favourite among the children. With safety gear and expert supervision, the children experienced basic boxing moves and techniques. They enjoyed the physical challenge and the opportunity to release some energy, all while learning about discipline and self-control.

Throughout the activities, the excitement was palpable. The children moved from station to station, eagerly participating in each activity. The smiles on their faces and their enthusiastic chatter were clear indicators of their enjoyment and engagement.



By the end of the event, it was evident that Year 5 had not only had an incredible time, but also developed a deeper appreciation for the Olympics and the diverse sports it encompasses. The event left them buzzing with anticipation for the Paris 2024 Olympics.

Inspire's "The Road to Paris 2024" was a resounding success, leaving Year 5 with unforgettable memories and a heightened sense of excitement for the upcoming Olympic Games. The children can hardly wait for Paris 2024, and the experience has undoubtedly inspired some future athletes among them.

Year 6 –Youth First Aid Training - British Red Cross

By Mrs. Kerry-Lynn Lampitt



In a world where accidents can happen anytime, anywhere, empowering young minds with essential first aid skills is crucial. Recently, Year Six children embarked on an enriching, invaluable journey by participating in a short Youth First Aid course, equipping them with the knowledge and confidence to respond effectively to medical emergencies. During the sessions, which were run by the British Red Cross, they covered a range of critical scenarios, from unresponsive individuals to burns and seizures. This important life skill went beyond theoretical learning, as it offered our children in Year Six, practical, hands-on experience that could help them prepare for any real-life situations and involve a medical emergency.

The session began with a fundamental lesson on identifying unresponsive individuals. Children learned to recognise signs of unresponsiveness and the importance of promptly assessing breathing. Through interactive demonstrations, they learned the steps to take when someone is unresponsive but breathing, including how to check for breathing and what immediate actions to initiate to ensure the person's safety.

Throughout the sessions, the children delved into more challenging scenarios, such as encountering someone who was unresponsive and not breathing. Children were also introduced to the critical skill of CPR (Cardiopulmonary Resuscitation). This can help to save a life during a cardiac arrest, when the heart stops beating or beats too ineffectively to circulate blood to the brain and other vital organs. Children were expertly guided through practical sessions, where they mastered the technique of chest compressions along with rescue breaths, understanding the vital role that they could play in sustaining life until professional help arrives.

Beyond basic life support, the session covered a spectrum of injuries, including: burns, heavy bleeding, head injuries, and seizures. Through group activities, the children explored these scenarios using everyday items, learning how to apply first aid techniques effectively in each situation. This practical approach not only reinforced their learning, but also instilled a sense of confidence in their ability to respond competently during a medical emergency.

First aid skills in children goes beyond mere safety measures; this short Youth First Aid session has helped to foster, stronger personal development skills in various aspects. By working collaboratively in groups, children have learned to enhance their communication skills, along with understanding the importance of teamwork and developing leadership qualities. First aid necessitates effective communication, patience and the ability to listen attentively to others - an invaluable lesson that extends beyond emergency situations. Our children showed this in abundance!

Acquiring First Aid skills has made our children more risk-aware and has equipped them with the ability to keep themselves and others safe in various environments. Whether at home, school, or in public spaces, these young, Year Six first aiders have now secured the confidence and capability to intervene safely and effectively during a medical emergency, potentially saving lives in the process. Well done Year Six!



Music at Hill West – Attending the ATLP ‘Spring of Sound’ Event

By Mr. Ryan Horne



Hill West Primary Choir Hits the High Notes at 'Spring of Sound' Ensemble Event

In a harmonious collaboration that echoed through the corridors of Arthur Terry School, Hill West Primary Choir recently dazzled audiences at the 'Spring of Sound' event, hosted by the Arthur Terry Learning Partnership. This was the first of its kind: a musical evening built on the hard-working pupils across the partnership. Joined by the talented voices of Slade Primary and Mere Green Primary choirs, the stage was set for an unforgettable evening of melodic bliss.

Under the direction of their dedicated music teachers and mentors, the choirs showcased their vocal prowess with a medley of captivating tunes. From the soul-stirring "Mountain" by Sam Ryder to the uplifting rhythms of "Lease on Life" by Andy Grammar and the empowering anthem "Power in Me," each performance resonated with heartfelt passion and skill.

Amidst the collective harmonies, Hill West Primary Choir stepped into the spotlight with a stellar rendition of "I Just Can't Wait to Be King" from Disney's beloved classic 'The Lion King'. Their rendition transported the audience on a journey to the African savannah. Their performance offered choreography, enthusiasm and a bit of cheeky humour!

Adding a dynamic dimension to the evening's festivities, captivating dance performances also illuminated the stage. A meticulously choreographed routine, set to the infectious beats of Beyoncé's "Texas Hold'um," enraptured spectators with its energy and precision, further enhancing the vibrant atmosphere of the event.

At the heart of this musical extravaganza was the tireless dedication of Annie Undzhiyan, Primary Music Lead in the Arthur Terry Learning Partnership, whose vision and leadership brought the 'Spring of Sound' to life. Her unwavering commitment to nurturing young talent and fostering a love for music among students was evident in every note sung and every step danced. As the curtains closed on a night to remember, the resounding applause and cheers of the audience echoed the sentiment shared by all—this was more than just a concert; it was a celebration of talent, enthusiasm and the transformative power of music. For the students of Hill West Primary Choir and their fellow performers, it was a testament to the joy of creativity and collaboration, leaving memories that will resonate long after the final note fades away.