

THE HILL WEST HERALD

**HILL WEST**
Primary
FOUR OAKS

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*ACE: Ambitious, Curious,
and Ever-respectful*



Message from the Head Teacher

By Dr Beth Clarke

As the days grow shorter, and the vibrant hues of autumn fill our school grounds, it's a wonderful reminder of how change brings beauty and new opportunities. Each season encourages us to adapt and grow, and just as nature transitions, so too does our school as we embrace continual improvements to support your children's learning, growth, and well-being.



In this season of reflection, we're dedicated to ensuring that our school environment is both safe and supportive - a place where every child feels valued and empowered. Central to this goal are our relational practices, which emphasize kindness, compassion, and connection. These principles guide how we address challenges, help resolve conflicts, and encourage positive behaviour among our pupils. Relational practices are not just about addressing issues when they arise; they're about building a culture of understanding, respect, and accountability. This means that while we hold high expectations for all, we equally commit to providing the support every child needs to meet them.

To reinforce our expectations, we are working hard to embed our playtime and lunchtime routines. These unstructured times are incredibly valuable for social growth, but they also require clear guidelines to ensure they remain safe and enjoyable for everyone. To support this positive environment and keep our routines smooth and safe, we have some specific guidelines for the children to follow. We would appreciate it if you could discuss these at home, to reinforce the importance of following them.

1. **First Whistle:** When children hear the first whistle, this signals the end of their playtime; they should stand still with voices off, pausing their activities to listen and prepare to transition.
2. **Second Whistle:** On the second whistle, children walk to their designated lines and line up quietly, following their assigned line order. This helps them to return to class calmly and safely, ready to focus on their next lesson.

These simple steps are well known to our pupils and are used consistently across school. They help us create a calm and orderly atmosphere, allowing children to smoothly re-engage in their learning after playtime. With your support in reinforcing these steps, we're confident that this routine will become second nature to our pupils (as it is to many already), contributing to a positive learning environment for all. We aim to work in partnership with you to help our young learners develop positive habits that they can carry with them both in and out of school.

As we embrace these routines, we remain mindful of the beauty that autumn brings to our school grounds. The changing colours, the crisp air, and the golden light remind us of the cycles in life and the fresh perspectives each season offers. Just as we encourage our children to be reflective and resilient, we too find joy in these autumnal shifts - a reminder to pause, appreciate, and give thanks for all that we have.

We are particularly grateful for the privilege of supporting such bright and curious minds. It is truly a gift to see your children grow, learn, and flourish. Together, as a community of parents, carers, and educators, we are helping to cultivate not just knowledge, but kindness, compassion, and a sense of responsibility. This is the heart of our work, and we feel so fortunate to share this journey with each of you.

ATLP News; Tamworth's Dunstall Park Primary School is officially open!

Shared by Dr Beth Clarke

Children, their families and staff created an atmosphere to savour when the Arthur Terry Learning Partnership's (ATLP) newest school Dunstall Park Primary School in Tamworth enjoyed its official opening ceremony. Head of School Natalie Harris was joined by Councillor Jonathan Price, Staffordshire County Council Cabinet Member for Education, for the ceremonial cutting of the ribbon at the brand-new Tamworth school in Austen Drive. Guests were treated to fantastic musical displays from pupils, who later enjoyed cakes and balloons with parents, carers and staff on October 18th 2024.

Mrs Harris said:

"I am incredibly proud to be leading this wonderful school. It's a great privilege to be in this position at a fantastic school which has already firmly established itself at the very heart of the community."

Councillor Price added:

"Primary schools are the essential foundation for our children and it is everyone's job to ensure every child has the best opportunities to succeed. Dunstall Park represents this vision. Here, children will gain knowledge, learn important life skills, build character and become well-rounded individuals ready for secondary school and beyond.

"Investing in children's education is the most important thing we can do, as they are the leaders and problem-solvers of tomorrow. I can't wait to see the amazing impact Dunstall Park will have on local children for many years to come."

Construction work on the £8m school was led by G F Tomlinson, on behalf of Staffordshire County Council and alongside project managers and concept architects Entrust. The project was procured through the Constructing West Midlands (CWM) framework. Ideally located to accommodate a number of new housing developments in the area, the new one-form entry two-storey school opened its doors at the start of the current academic year in September. When the school reaches full capacity, it will cater for 210 primary pupils and 26 nursery places. The school also has the capacity for expansion to 315 places in the future, in line with the demand for places generated by further housing growth.

The school's energy-efficient design prioritises daylight and natural ventilation into the building and, to ensure easy adjustment to temperature changes, high levels of insulation and thermal mass have been applied to walls and ceilings. Dunstall Park Primary is part of the respected ATLP, which operates ten other successful schools in Staffordshire.



Reception - Butterflies

By Mrs. Lisa Pardo



The new Reception children have settled into life at Hill West beautifully. We are delighted to see how happy and confident they have become in their new classrooms. The children have quickly grasped the routines and expectations of Reception, and their progress has truly amazed us.

They have thoroughly enjoyed their delicious lunches in the hall, using their knives and forks while practising their manners. It has been wonderful to witness the blossoming of friendships and to see their personalities shine through.

The children are embracing their learning with enthusiasm and curiosity. They love our group reading and phonics sessions, eagerly anticipating the new phoneme of the day, answering questions about their books, and discovering new vocabulary. They are also enjoying their Maths Mastery lessons, applying what they've learned to independent tasks.



In our 'My Happy Mind' Personal, Social and Emotional Development programme, the children are becoming more aware of their feelings and can speak confidently about the brain.

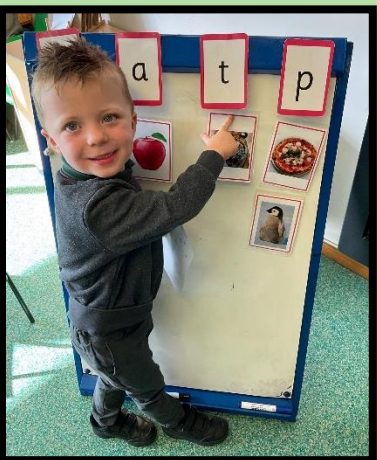
Our craft tables are always a hit, with children relishing the opportunity to get creative at the free choice table and following themed craft examples alongside their peers. We love to see the wonderful results!



During the first half of term, we explored exciting topics such as "Who am I?", family, feelings, woodland animals, Autumn, and the festival of Diwali. Our key texts have included *Room on the Broom*, *My First Diwali*, *Find Your Happy*, and *The Gruffalo*.

The children enjoy exploring the lovely grounds of our school, making hedgehog homes and observing seasonal changes. In the outdoor area, they have been rehearsing their phonics and number skills through engaging games, designing and building houses, and learning to navigate obstacles on the trikes.

We have many exciting plans for the coming year, and we look forward to partnering with families to support the Robins and Wrens in their emotional and academic development, ensuring every child reaches their full potential.



Year 1 – Hatton Farm

By Miss Sophie Beardmore

On Friday, October 4th, the Swifts and Swallows classes boarded the Robinson coach for an exciting adventure to Hatton Country Farm. It was truly a fun-filled day for all the children, thanks to our wonderful guides, Riley and Zoe, who expertly organised the entire outing. The children encountered a variety of animals, from sheep and goats to reptiles, enjoyed the soft play area, and took a delightful tractor ride around the farm.

The day began with the tractor ride, where our driver, Joshua, explained the different crops grown on the farm, including pumpkins and corn. While one class enjoyed the tractor ride, the other children had the chance to explore the park and sandpit, which featured a thrilling zip line.

Next, we embarked on our Scales and Trails adventure in the reptile house. The children had the opportunity to get up close and personal with reptiles, including two snakes and two types of lizards - one of which had a striking blue tongue! This experience complemented their science lessons on animal classification, as they have been investigating what categorises animals into groups such as birds, fish, amphibians, reptiles, and mammals.

After a fun-filled morning, it was time for lunch before diving into an action-packed afternoon of feeding and holding farm animals, either in the guinea pig house or at the feeding hut with goats, sheep, and pigs. In the guinea pig house, the children were thrilled to hold and stroke the furry creatures, who loved to nibble and fidget. Meanwhile, in the feeding hut, the children eagerly fed the farm animals, some of whom were quite greedy!

Before setting off on our coach journey home, we made a visit to the soft play area, which was so enjoyable that even the adults couldn't resist joining in! By the end of the day, we had a group of extremely tired children (and staff) who had made wonderful memories.

Overall, the trip to Hatton Country Farm was a resounding success, providing the children with not only an opportunity to learn about animals in a hands-on environment but also a chance to bond with their classmates outside the classroom. The blend of education and enjoyment made for an unforgettable day, reinforcing the value of experiential learning. We look forward to more adventures like this in the future!



iPads in Year 2

By Mr. Ryan Horne

This year, Year 2 students have been enthusiastically embracing technology as an integral part of their learning journey, with iPads serving as essential tools in the classroom. The introduction of tablets has significantly enriched their educational experience, particularly using the 'Showbie' app. Showbie offers a dynamic platform that allows students to easily access their lessons, upload assignments, and showcase their work in real time, fostering a more interactive and engaging learning environment.

In subjects such as Maths and Science, the iPads enable students to engage more interactively with their learning materials. They particularly enjoy utilizing information mats during lessons, which guide them through various concepts. Whether they are tackling a challenging math problem or exploring a new scientific process, the iPads facilitate a hands-on approach to learning. One of the standout features has been the ability for students to take photos of their work and share them instantly with their teacher for feedback. This immediacy makes learning feel more personal and relevant, allowing students to receive guidance in real time. Whether working on written assignments, creating visual projects, or solving mathematical problems, the iPads offer a seamless way to reflect on their progress and share their insights.

A particularly exciting addition to the Year 2 digital toolkit is the 'Times Table Rock Stars' platform. This interactive and engaging resource is specifically designed to help students practice and master their times tables, which are crucial for building a solid foundation in mathematics. Through the game-like environment of Times Table Rock Stars, students not only improve their number fluency but also enjoy the process immensely. The friendly competitions within the platform have been a significant motivator, with many children eager to log in and enhance their scores. It's incredible to witness how quickly they are picking up their multiplication facts through this fun, tech-based approach, turning what could be a daunting task into an enjoyable challenge.

Overall, the introduction of iPads has revolutionized the learning experience for Year 2 students. With access to innovative tools like Showbie and Times Table Rock Stars, students are becoming more connected, motivated, and empowered to take ownership of their learning. They are actively engaged in their education, exploring new concepts with curiosity and enthusiasm. As we look ahead, we are excited to see how these technological advancements will continue to support their growth and development throughout the year. The integration of technology not only enhances their academic skills but also fosters important competencies such as collaboration, creativity, and critical thinking. We can't wait to witness their ongoing journey and the many achievements that lie ahead!



Year 3 – The Herefordshire Beacon

By Mrs. Jas Sagoo

In the heart of Herefordshire, nestled among the rolling hills and picturesque landscapes, lie remnants of ancient history that have intrigued adventurers and history buffs for generations. Year 3, embarked on an unforgettable hiking trip to explore the Iron Forts of Herefordshire. With a sense of excitement and curiosity, we ventured into the past, discovering the rich heritage and breathtaking scenery that these ancient forts offer.

The Iron Forts of Herefordshire stand as silent witnesses to a bygone era. Constructed during the Iron Age, roughly between 800 BC and 100 AD, these hillforts served as fortified settlements, providing both protection and a strategic view of the surrounding landscapes. The children in our group were fascinated by the intriguing history of the people who once inhabited these forts, and their architectural marvels that had stood the test of time.

Our journey commenced with a picturesque hike through verdant meadows and dense woodlands. As we approached our destination, the breathtaking views of Herefordshire's countryside stretched before us like a canvas painted by nature. The landscape, a patchwork of fields and woodlands, with the occasional farmhouse punctuating the horizon, was a true testament to the splendour of the British countryside.

The Iron Forts themselves are a testament to ancient craftsmanship. Perched high upon the hills, they offered commanding views of the surrounding areas. We embarked on an exploration of these well-preserved earthworks, ancient ditches, and the formidable ramparts that once deterred any potential threats. We encouraged the children to use their imagination to envision life in these forts during the Iron Age.

The role of these forts became evident as we ventured further into the historical landscape. They served as both a place of residence and a centre for trade and communal gatherings. The inhabitants used the elevated position to keep an eye on their surroundings, helping them anticipate threats and maintain control over their territory.

Year 3's hiking trip to the Iron Forts of Herefordshire was a memorable adventure filled with history, stunning landscapes, and opportunities to connect with nature. It provided a unique **learning** experience for our students, instilling in them a sense of wonder and curiosity about the past. As we returned home with hearts full of history and heads full of new knowledge, we couldn't help but appreciate the rich heritage and beauty that Herefordshire has to offer. We hope that this experience will inspire our students to continue exploring the fascinating history and natural wonders of our world, creating lasting memories of their childhood adventures in the Herefordshire hills.



Year 4 – Whole Class Music

By Mrs. Farzana Walele

It has certainly been a busy and exciting start to the school year for the children in Year 4, who have fully embraced the curriculum and all the opportunities it offers. Among these opportunities, perhaps the most thrilling so far has been the introduction of musical instruments in the classroom. In partnership with the Birmingham Music Service, the children receive an hour of expert teaching each week, aimed at developing new skills, fostering a love for music, and nurturing the next generation of talented musicians.



On the morning of their first lessons, there was a palpable buzz of anticipation as the children eagerly awaited the announcement of their instruments. Soon, the excitement was revealed: the Moles would be learning the clarinet, while the Squirrels were delighted to discover they would begin with the fife, transitioning to the flute later in the school year. The children were captivated when their teacher, Mrs Watson, showcased her musical talents by performing a series of well-known pieces, including the memorable Harry Potter theme. It was clear that the children were already feeling inspired and ready to embark on their own musical journeys.



In the Moles class, there has been a genuine enthusiasm and curiosity about the clarinet. Mrs Watson explained that the clarinet belongs to the woodwind family of instruments and demonstrated the correct technique for producing sound. The children listened intently and, before long, had constructed their own clarinets and were prepared to play their first notes. With great diligence, they absorbed the advice given and started to produce music, astonishing everyone with their ability to play clarinets for the very first time! Recently, Mrs Watson introduced the note 'b' into their lessons, and the children are now exploring different pieces of music. They can't wait to discover what comes next.



In the Squirrels class, excitement and interest in the fife have been equally vibrant. Mrs Watson began by demonstrating the proper technique for sound production, and the children listened so carefully that you could almost see the light bulbs go off in their minds. Before long, they were ready to play their first notes, eagerly aspiring to sound like little maestros. Mrs Watson introduced the notes 'b' and 'a,' and while the children are thoroughly enjoying playing the fife, they are eagerly looking forward to the opportunity to begin learning the flute. I'm sure they will apply the skills they have gained to master this new instrument.

In just a short time, it has been wonderful to witness the progress the children have made already. With many lessons still to come, there is ample opportunity for them to further explore their love of music and build confidence in playing and performing. Who knows? Hill West may be home to some musical stars of the future!

Year 5 – European Day of Languages

By Mr. Joel Clarke

Year 5 had a fantastic and enriching experience participating in European Day of Languages, an event that allowed both the Badgers and Hares classes to explore new languages and cultures. The children embraced a wide range of activities, stepping out of their comfort zones to learn about languages that were unfamiliar to them at the start of the day. It was a day of discovery, creativity, and fun, as the children engaged with new linguistic and cultural challenges.

The Badgers class dedicated their day to exploring the country of Portugal and its language, Portuguese. The day began with a fascinating introduction to Portugal's rich history and culture. The children learned about famous Portuguese people, the capital city of Lisbon, and key landmarks like the Belem Tower and the stunning Pena Palace. They were also introduced to the importance of Portuguese in global contexts, particularly in countries like Brazil, Equatorial Guinea, and the Chinese territory of Macau, where Portuguese is spoken.

After this cultural exploration, they embarked on a research project, investigating Portuguese-speaking countries around the world. The children worked in groups and each selected a different country to focus on. They gathered information about geography, culture, history, and famous landmarks, using this knowledge to create and present their findings to the class. The presentations were varied and informative, and year 5 were proud to share their discoveries with their peers.

In the afternoon session, the Badgers class shifted their focus to the language itself. They learned essential Portuguese phrases, such as greetings and introductions, and practiced counting from one to ten. The children also had the chance to engage in simple conversations in Portuguese, practising their pronunciation and gaining confidence in using the language. It was a highly interactive session, and everyone enjoyed learning to speak a new language, even if it was just for a day. By the end of the day, they had not only expanded their vocabulary but also gained an appreciation for the beauty of the Portuguese language and culture.

Meanwhile, Year 5 also participated in a creative challenge—the "Great European Build" competition. This event encouraged children from across the school to design and create their own versions of famous European landmarks using materials they had at home. The entries were diverse and imaginative, with some of the most impressive models including London Bridge, Wembley Stadium, the Leaning Tower of Pisa, and the Eiffel Tower. The competition sparked a great deal of enthusiasm, and the children were excited to showcase their work.

Dr. Clarke, Mrs. George, and Mr. Clarke were all impressed by the quality and creativity of the entries, making it difficult to choose a winner. After much deliberation, Sophie Roberts from Foxes class was crowned the winner of the competition for her remarkable replica of the Tower Bridge. However, the teachers expressed their gratitude to all the participants, emphasising that the true success of the competition was the joy and teamwork involved in creating these fantastic models with family support.

In conclusion, European Day of Languages was a memorable and successful event that allowed Year 5 to expand their cultural knowledge, develop language skills, and have fun along the way. The experience not only enhanced their understanding of Portuguese but also inspired them to continue exploring languages throughout the year, especially as they dive deeper into their French studies.



Year 6 – ‘My Happy Mind’ Parent Open Morning

By Mrs. Alison Downes

An exciting addition to our curriculum this year has been the introduction of the well-being course, ‘My Happy Mind.’ My Happy Mind is a thoughtfully structured series of lessons designed to promote mental wellbeing and emotional resilience in children. It includes lessons on mindfulness, emotional regulation, and the development of a growth mindset. ‘My Happy Mind’ is particularly beneficial for our Year 6 pupils, who are on the brink of transitioning to secondary school and facing new challenges.

Throughout the course, children learn about the brain, emotions, and how thoughts can influence feelings and behaviours. Through guided mindfulness exercises, such as breathing techniques and meditation, they learn to focus their minds, reduce anxiety, and enhance concentration. The children are introduced to strategies for identifying and managing their emotions, including recognising triggers, practising coping mechanisms, and developing a vocabulary for discussing their feelings. The programme also encourages students to adopt a growth mindset, emphasising that abilities can be developed through effort and perseverance - an essential lesson for Year 6 as they prepare for the challenges of secondary school.

‘My Happy Mind’ is especially advantageous for Year 6 pupils, who often experience heightened emotions due to the pressures of transition. The programme helps them to understand and articulate their feelings, leading to improved emotional regulation. By developing coping strategies and embracing a growth mindset, they become more resilient and better equipped to face both academic and social challenges as they move into secondary school. With enhanced focus and reduced anxiety, they are likely to perform better academically, as they can concentrate more effectively and approach challenges with a positive outlook.

In October, we had the pleasure of inviting our parents into school to showcase what ‘My Happy Mind’ is all about. Parents participated in a lively lesson, joining in with all the activities. They excelled in the starter quiz and enjoyed learning about the hippocampus, prefrontal cortex, and amygdala. Parents were impressed by the children’s understanding of their brains. They discovered what can go wrong when “Team HAP” is off balance and enjoyed learning how to fix it. We all practised happy breathing in various ways, leaving everyone feeling much more relaxed!

The children also shared with their parents what they have learned about caring for their minds. We discussed the importance of physical exercise, regular breaks, and moments of mindfulness. Following this, everyone engaged in delightful activities to consolidate their learning or calm their minds. Some children drew pictures of their hands alongside their adults’ hands, writing character strengths along each finger. Others created beautiful gratitude sunflowers, which were strung together to form a garland. Some even took on the challenge of constructing brain hats to learn more about the different areas of the brain and their functions. It was a wonderful morning for all—don’t forget to whip out your breathing wands next time your amygdala is taking over!



Securing Good Attendance at Hill West

By Mrs. Rebecca George



Securing good attendance at Hill West is everybody's responsibility. Hill West Primary School is committed to ensuring the highest possible school attendance for all its pupils. We understand that all pupils benefit from regular school attendance. To this end we will do all we can to encourage parents to ensure that the children in their care achieve maximum possible attendance and that any problems that prevent full attendance are identified and acted on promptly.

Our aim at Hill West is quite simple. We will work alongside parents and families to ensure that pupil attendance is excellent. We will do this so that we can ensure that our children have the best possible chance to achieve at school and that they can begin their adult lives with at least the same chances as others whom they may be competing with in their future lives of training and employment.

As part of our revised school policies, we are implementing additional measures to support both the well-being and attendance of our pupils. On the first day of absence, we will conduct a well-being phone call to check on the pupil and offer our support. If the absence continues for three days, we will follow up with a virtual video call to speak directly with your child, express that they are being missed, and ensure that they feel connected to their school community.

EXPECTATIONS

We expect that all pupils will:

- attend school regularly
- attend school punctually
- attend school appropriately prepared for the day

We expect that all parents/carers/persons who have day-to-day responsibility for the children will:

- encourage regular school attendance and be aware of their legal responsibilities
- ensure that the child/children in their care arrive at school punctually prepared for the school day
- ensure that they contact the school by 9am via telephone whenever the child/children is/are unable to attend school
- contact the school on every day of the child's absence by telephone and send a note on their return to school following an absence of 3 days or more
- contact the school promptly whenever a problem occurs that may keep the child away from school.

We expect that our school staff will:

- keep regular and accurate records of attendance for all pupils, twice daily
- monitor every pupil's attendance
- record a child as absent where they arrive to school after the register has closed, using Code U (Unauthorised).
- contact parents as soon as possible when a pupil fails to attend where no message has been received to explain the absence
- make well-being telephone calls on the child's first day of absence
- contact all children who have been absent from school for three days via a Teams video call
- follow up all unexplained absences to obtain signed notes authorising the absence
- contact will be made with our PCSO and Children's Services, in the event that the child's whereabouts are still unknown by day 3 of absence
- contact those families whose child's attendance has dropped below 90% on a termly basis
- devise attendance contracts between home and school where necessary encourage good attendance
- provide a welcoming atmosphere for children; provide a safe learning environment; provide a sympathetic response to any pupil's concerns

make initial enquiries of parents/carers of pupils who are not attending regularly, express their concern and clarify the school's and the Academy's expectations with regard to regular school attendance
refer irregular or unjustified patterns of attendance to the Head Teacher/ Deputy Head Teacher

LEAVE IN TERM TIME

The school holiday dates are published a year in advance and holidays in term time are not permitted. If a leave of absence in term time is required for exceptional circumstances, such as serious illness in the immediate family, a request for leave of absence form must be completed. This can be obtained from the school office. The Head Teacher will then decide whether or not to authorise the absences by reference to criteria provided by the LA. Head Teachers, on behalf of the Governors, cannot authorise holiday leave in term time.

The Local Authority retains the discretion to issue a penalty notice for repeated absence e.g. birthdays or other family events, including holidays taken in term time.

[Working together to improve school attendance - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

RESPONDING TO NON-ATTENDANCE

When a pupil does not attend school, we will respond in the following manner:

On the first day of absence, for all irregular attendees, if no telephone call is received from the parent/carer by 9:00 am, the school will endeavour to contact them that day.

Class teachers will also telephone home to enquire about the welfare of the child on the first day of absence. If there is no response, the school will continue to try to contact the parent/carer/approved contacts.

If by the start of the second day there has still been no contact made, the Attendance Champion will make contact with the family.

On the third day of absence, class teachers will invite all absent children to attend a wellbeing video conference call.

In the event that the child's whereabouts are still unknown by day 3 of absence, contact will be made with our PCSO and Children's Services.

Provide the Local Authority with names and addresses of all pupils of compulsory school age, who fail to attend school regularly or who have been absent for a continuous period of 10 school days, where the absence has been recorded as unauthorised

Provide the Local Authority with names and addresses of all pupils of compulsory school age, who have been recorded as absent due to illness and where we believe the child will miss 15 school days, consecutively or cumulatively.

LATE ARRIVALS AT SCHOOL

When a child arrives late at school he/she misses the teacher's instructions and the introduction to the lesson. The child may also feel embarrassed at having to enter the classroom late. Frequent lateness can add up to a considerable amount of learning lost, and can seriously disadvantage the child.

5 minutes late per day equals 3.7 days of teaching lost in a year in KS1 and 3.4 days lost in KS2

10 minutes late per day equals 7.4 days of teaching lost in a year in KS1 and 6.9 days lost in KS2

15 minutes late per day equals 10 days of teaching lost in a year in KS1 and 10.3 days lost in KS2

20 minutes late per day equals 14.7 days of teaching lost in a year in KS1 and 13.8 days lost in KS2

30 minutes late per day equals 22 days of teaching lost in a year in KS1 and 20.7 days lost in KS2

We strongly urge parents to ensure that their children arrive in school on time. School starts for KS1 and 2 children at 8.45am and Reception children at 8:55am.

Why is school attendance so important?

Attending school **regularly** helps to build **confidence** and develop vital **life skills**



School is the **key** to **future success!**



Missing **2 days** of school each month = Missing nearly **3 weeks** during a school year



15 minutes late every day = **two weeks** of learning lost each school year



Data shows pupils with more than **95% attendance** Achieve better GCSE results! **at least one grade higher!**

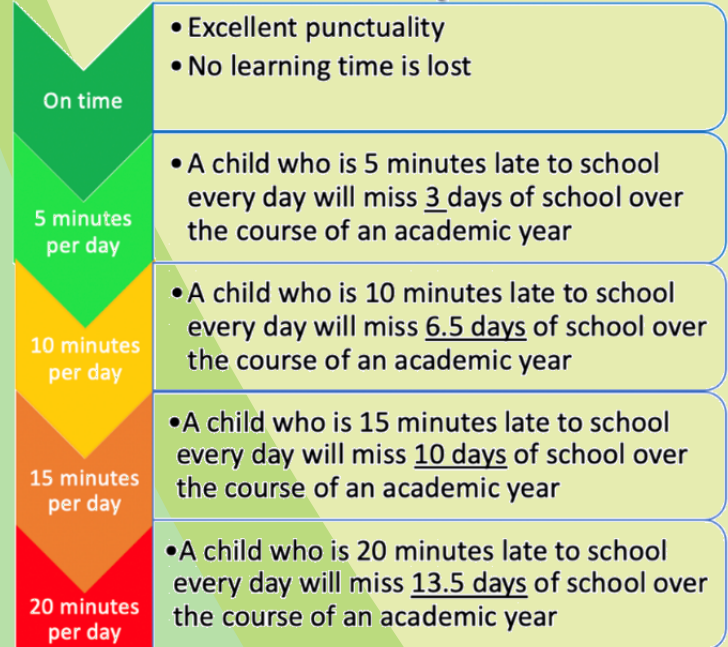


Even **90% attendance** is still 19 days of education lost in a school year



ATTEND! AIM HIGH! ACHIEVE!

Punctuality Matters



95%	=	40 LESSONS MISSED EACH YEAR 8 days in total or 1 week and 3 days
90%	=	80 LESSONS MISSED EACH YEAR 16 days in total or 3 weeks and 1 days
85%	=	120 LESSONS MISSED EACH YEAR 24 days in total or 4 weeks and 4 days
80%	=	160 LESSONS MISSED EACH YEAR 32 days in total or 6 weeks and 2 days

ATTENDANCE MATTERS

WHAT DO YOUR ATTENDANCE FIGURES ACTUALLY MEAN?

BE SMART BE THERE!
Percentages based on 190 academic days