

# THE HILL WEST HERALD

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[theherald@hillwest.bham.sch.uk](mailto:theherald@hillwest.bham.sch.uk)

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SUMMER TERM 2019



## Message from the Head Teacher

By Dr Beth Clarke

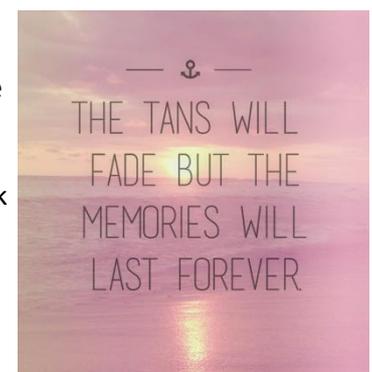
As the final week of the summer term draws nigh and rays of sun stream in through our classroom windows I can hardly believe that the summer holiday is soon to be upon us. For me the summer break brings with it a strong sense of nostalgia. I fondly remember my summers, growing up in the Welsh valleys, carefree and adventurous. Summer was a time of walking on the grass barefoot, paddling in the sea and climbing on the rocks, picking wild blackberries with my grandma and making the most delicious pies. As laughter and chatter builds all around me, and excited children tell me their plans for the summer I can almost taste those sour-sweet berries in that delicious pastry.

I hope that every one of our children gets to enjoy a marvellous summer break. They certainly deserve it. I hope they spend many happy hours outside, splashing in pools or the sea, reading books under a tree, picnicking in the park or camping under the stars. Alice Windsor, Specialist Health Editor at Bupa UK recognises that not all families can afford expensive holidays or days out and as such has come up with a list of cheap and cheerful activities to do with the children over the holiday. She suggests that families could:

1. Draw five things that they can see in their garden or nearby park. Unleashing the artistic talents while enjoying the outdoors.
2. Pack a healthy picnic; involving the children in both the preparation and the eating.
3. Have a water fight. On a hot day, there's no better way to have fun or stay cool.
4. Make colourful pizzas by chopping up lots of vegetables.
5. Enjoy a family bike ride.
6. Camp in the garden.
7. Blend up tasty smoothies using different fruit combinations or make a rainbow fruit salad.
8. Get creative with chalk to decorate the pavement or driveway
9. Make up a dance routine.
10. Visit local summer fayres or church fetes.
11. Visit your favourite ice-cream parlour.
12. Build a den.
13. Teach each other mindfulness; even do some yoga together.
14. Pick your own at your local PYO fruit farm.
15. Hang a basket outside your house, decorating with summer flowers.
16. Set up an assault course or a treasure hunt.
17. And rest; read books together, share a new film and simply enjoy each others company.

The children have all worked so incredibly hard this year and certainly deserve a summer to remember. I hope when they are older they look back on the long, six week break away from school with the same sense of nostalgia. I hope they create happy, long-lasting memories.

Uniquely the summer holiday gives us all extra time with our children to cuddle up more and relish in being a family without the time constraints of school, homework and clubs. The summer will be over in a blink of an eye and before we know it the children will be returning to school. We can't wait to hear all about their adventures in September and hope that they have all had many carefree, barefoot days full of fun and creativity.



# Learning Partnership News

By Dr Beth Clarke



## Students are the stars of ATLP awards

More than 200 students, parents, teachers and governors came together at Sutton Coldfield's prestigious New Hall Hotel on Tuesday 2 July to celebrate the outstanding achievements of children and young people from 13 schools. The Arthur Terry Learning Partnership's (ATLP) third Student Awards ceremony, which was devised by student leaders, featured prize-winners from primary and secondary schools in Coleshill, Erdington, Lichfield, Sutton Coldfield and Tamworth. All children and young people were nominated by their schools and received trophies and certificates in recognition of their outstanding contribution to school and community life.



The children and young people represented Arthur Terry, Coleshill, John Willmott, Nether Stowe and Stockland Green secondary's and Brookvale, Curdworth, Hill West, Mere Green, Scotch Orchard, Slade, Two Gates and William MacGregor primaries. The awards gave them an opportunity to share their success with fellow ATLP students, headteachers, staff, governors, trustees and parents, and to enjoy afternoon tea and music. The afternoon began with an introduction from ATLP CEO Richard Gill, who praised the collective achievements of the students. He said: *"Everybody is a winner today. You have been nominated by teachers and congratulations on being here for this favourite calendar date among schools. It is fantastic to be part of this day and to celebrate all the achievements across all partnership. We are very proud of your talents and accomplishments."*

Comperes and prize-winners Elliot Perlic, from Arthur Terry School, Charlie O'Neill from Stockland Green and Daisy Edwards from Scotch Orchard, introduced the seven award categories: community, extra-curricular, contribution to school life, charity fundraiser, going above and beyond, creativity and special endeavour. The ceremony was the brainchild of the ATLP's established student leadership team – a group of children and young people from all partnership schools – who each played a key role in the event. In his closing remarks, Mr Gill thanked governors, trustees, and schools for giving children opportunities to shine. He said: *"These students are truly remarkable and their stories have inspired us all. "Children are the heartbeat of our 13 schools. Our headteachers and staff do a wonderful job, putting children at the heart of everything they do, day in day out, across the partnership. I'm proud and honoured to be part of this learning family. It's wonderful to be able to share our joy and success together as we support each other on this incredible journey."* John Vickers, chair of ATLP's trust board, said: *"This ceremony acknowledges and celebrates the many achievements of the young people within our partnership. They are our future and it is a great privilege to be here today with confidence that our future is safe in their hands. "Our partnership is committed to the development of the whole person, with the aim of helping each individual to be the best they can be, in all the ways it takes to become a successful, clear-thinking member of society."*

Hill West would like to congratulate Emma, Damien, Seth, Charlotte, Rhyley-Ann, Jess and Jacob. We are exceptionally proud of each of you.



# Time To Say a Fond Farewell

By Mr Stuart Day

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Just over 5 years ago, I walked through the gates of Hill West as a Newly Qualified Teacher ready to deliver my interview lesson. I remember it distinctly; I had planned a very over-the-top lesson, based on one of my favourite Roald Dahl books, 'Charlie and the Chocolate Factory', and had a suitcase (yes, a suitcase!) full of sweet treats and resources to inspire and engage the children. The moment I walked through the door, I knew this was the school I wanted to teach at. I fell in love with the school's vision for education, the underpinning ethos and values and, most importantly, the wonderful children.

Following my interview with Dr Clarke, in which I was asked to give 'a potted history of your life from childhood to now' (something that I now also ask potential teaching candidates in my own school with a smile), I was thrilled to receive the call to say I had been successful in securing the post of class teacher. Somewhat apprehensive but also very excited by the prospect of the year ahead, I was welcomed into school on my first day by my new Year 4 class— 30 wonderful children who, over the course of two years, really shaped and developed my early practice whilst further instilling my love for teaching. The rest, as they say, is history! And what an incredible history it has been!

Hill West is such a very special school. It is a place where every child is considered unique and are valued, cared for and loved in equal measure; it is a place where learning is brought to life in the most awe-inspiring ways so that children become passionate life-long learners and it is a place where children are supported to develop into confident and articulate citizens of the future. There has not been a day that I have not treasured at Hill West and this is due to the incredible children I have worked with; whether those be in the classes I have taught, in the year groups I have led or, more widely, the children I have encountered across school— each of you have made my experience so magical—thank you!!!. Always remember that you are all very special and can achieve wonderful things.

I have had the absolute privilege and pleasure of working as part of a truly amazing team of dedicated staff; from teachers and teaching assistants, through to office staff and building and site supervisors. There is not one member of the Hill West team who does not work tirelessly for the good of the school and its pupils. They truly are an outstanding team; hard-working, selfless, caring and, above all else, passionate about making a difference to the lives of the children they work with. Each person is truly special and brings something unique to the team - I am immensely proud to have called them my colleagues.

Whilst every child, parent and teacher has shaped me into the person and leader I am today, I do have to give thanks to a few people who deserve a special mention. I have had the honour of being coached and mentored by an incredible Head Teacher, who has always shown an unwavering belief in my abilities and has changed me more than I could have imagined — for this, I will be forever grateful. I also have to give thanks to Mrs Emily Johnston; an incredible leader who has been wholly supportive and, some say, 'my right hand woman' - I could not have done my role without you and will miss working with you each and every day.

So, as I walk through the door for the last time, I leave, not with the full suitcase of resources that I entered with five years ago, but with something inexplicably more important that I believe is summarised perfectly by a quote from 'The Little Prince':

***'The most beautiful things in the world cannot be seen or touched,  
they are felt with the heart.'***

I leave Hill West with a heart full of memories that, when I recall them, bring a smile to my face and tear to my eye. My time at Hill West has been the most incredible experience and I would not have changed a single moment. Thank you, wholeheartedly, to everyone who has supported me across the years. I will miss you all more than you will know.



# The Daily Mile Challenge at Hill West

By Mrs Linsie Burton

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The Daily Mile at Hill West ensures that our children are active, happy and healthy.

In order to increase activity levels of our children we have introduced, in the Summer Term of 2019, a daily mile challenge for all of our children. Year 6 were the first year group to participate and began walking week commencing 3rd June 2019. This was followed closely by subsequent year groups;

Year 5 week commencing 10th June

Year 4 week commencing 17th June

Year 3 week commencing 24th June

Year 2 week commencing 1st July

Year 1 week commencing 8th July and

Reception week commencing 15th July.



Staff complete the daily mile challenge at any point during the day, planned to suit the needs of learners and activities planned that day. Staff lead the children from the front modelling an active lifestyle. Our ambition is that ALL staff will complete the challenge daily, including those who are office based. It is anticipated that this activity should take approximately 15 minutes from desk to desk however there may be days when this is completed quicker or slightly slower.

All children should walk the mile at a quick pace and there is no need for children to change their footwear.

There are many benefits to be derived from the Daily mile. They include:

- ◆ It only takes 15 minutes.
- ◆ Children walk outside in fresh air—and the weather is a benefit, not a barrier.
- ◆ There's no set up, tidy up, or equipment required.
- ◆ No staff training is needed and there is no extra workload.
- ◆ Children walk in their uniforms so no kit or changing time is needed.
- ◆ It is social, non competitive and fun.
- ◆ It helps to improve fitness and achieve a healthy weight.
- ◆ It encourages children to think about their health and well-being.
- ◆ It is fully inclusive, every child whatever their circumstances, age or ability succeeds at the daily mile.
- ◆ The children return to class ready to learn.
- ◆ Every child walks a mile further than they would have otherwise each day.

# Rights Respecting School Award; SILVER

By Dr Rhian Warrack

You may recall from my report to you all in the Spring 2019 issue of the Hill West Herald, that at Hill West we have been on a journey to achieve The Silver Rights Respecting Schools Award (RRSA). This award recognises that a school has placed the rights of children at its heart. In January 2018 we began to raise children's awareness of the United Nations Convention on the Rights of the Child. The UNCRC contains 49 rights and the children were able to explore what each right meant, before being asked to try and choose which rights they felt were more important than others. In each class, the children used the rights they had chosen to create their own Class Charter. Pursuance of the RRSA requires schools to ensure that key values are embedded into the very fabric of a school, such as being a safe and inspiring place to learn; an environment that respects all children and a place that nurtures all talent, so that all children thrive. At Hill West we knew that this approach aligned perfectly with our whole school ethos—and I am delighted to inform you that in June 2019, we were visited by colleagues from UNICEF and our practice has been recognised as fulfilling the criteria for the Silver Award—recognising that at Hill West we give all of our children the very best chance to lead happy, healthy lives and to become responsible, active citizens.

## Strand A: Teaching and learning about rights

**The United Nations Convention on the Rights of the Child (CRC) is made known to children, young people and adults who use this shared understanding to work for improved child well-being, school improvement, global justice and sustainable living.**

As such, many children at school need to be familiar with a number of Articles of the CRC and can talk about the rights they enjoy. They need to know their rights are universal and unconditional; that the CRC applies to all children and young people everywhere, all the time and demonstrate an awareness of where and why some children may not be able to access their rights. It is also important that adults and members of our wider school community know about and understand the CRC, including non-teaching staff, Governors and parents. At Hill West:

- 100% of children surveyed (5 classes) said that they learn about their rights at school (92% always, 8% sometimes) - June 2019 Pupil questionnaire
- *"Pupils at HW are articulate and talk about their opinions clearly, showing respect for others. When planning our curriculum, we try to refine our approach so that the children have opportunities to discuss their rights and learn to be respectful towards others."* – quote from staff questionnaire – June 2019
- *"Assemblies and displays around school have really encouraged children to have an understanding of the rights they have and the world in which we live today"* – quote from staff questionnaire – June 2019
- At the start of the school year, all class teachers talked to children about the CRC and the rights of the child therein. Through discussion supported by the class teacher, each class used a process of elimination (Diamond 9 activity) to decide which rights were the most important/relevant for their class. They then created their own class charter. This was displayed in class, alongside ideas from the children about how they could support the rights of the child and the actions they expected from the adults in their class to protect these rights.
- School assemblies this year have helped children to understand that some children in different places are not able to access their rights (e.g. Day Against Child Labour)
- 100% of adults surveyed (15 teachers, 4 SLT, 2 TAs, 2 Governors) said they are comfortable talking to pupils about rights



## Strand B: Teaching and learning through rights – ethos and relationships

**Actions and decisions affecting children are rooted, reviewed and resolved through rights. Children, young people and adults collaborate to develop and maintain a school community based on equality, dignity, respect, non-discrimination and participation; this includes learning and teaching in a way that respects the rights of both educators and learners and promotes well-being.**

As such, many children at Hill West are able to explain how school facilitates them to enjoy a range of their rights. They (and staff) describe how they and others act to create a rights respecting environment.

- 100% of children surveyed (5 classes) said that they learn about their rights at school (92% always, 8% sometimes) and 99% of children said that adults treat them with respect - June 2019 Pupil questionnaire
- *"Our assemblies have focused heavily on RRS [the CRC and the rights of the child]. We also have our own charters to display the rights most important to our class."* – quote from staff questionnaire – June 2019
- *"It is very important to us as a school to educate children on their rights and how to treat each other with respect."* – quote from staff questionnaire – June 2019

Many children and young people speak with confidence about how positive relationships are encouraged. Rights are used to clarify moral dilemmas and consider rights respecting approaches

- We have a 'Playground Pals' scheme in school, where a group of children in Year 5 support children in Reception, Year 1 and Year 2 to play respectfully together. This is organised on a rota basis, giving a wide range of the 60 children in Year 5 an opportunity to develop these skills. The older children plan and deliver a range of play activities and actively seek out children to engage them, if they are isolated or lacking in confidence. They also help the younger children to solve any disagreements that may occur respectfully, with due consideration of the rights of all parties involved
- The Steering Group have discussed the rights of children at playtime/lunchtime and identified those that they felt were most relevant. They produced posters, which display these rights. The posters signpost the actions that children can take to respect their rights and the actions adults need to take (as duty bearers) to ensure that these rights are protected. The Steering Group then visited all of the children across school in their classrooms, to explain the work they have done. The posters have been displayed in the outside areas, to remind children about their rights and to support everyone to respect these rights.
- Children said that adults in school treat them with respect (RRSA questionnaire- 118 pupils)
- Children said that other children in school are kind and helpful (RRSA questionnaire - 118 pupils)
- Children said that their teachers listen to them (RRSA questionnaire - 118 pupils)
- *"It has been wonderful to hear the children use the terminology that they have learnt from our RRS assemblies and in class discussions, during their everyday lives."* – quote from staff questionnaire – June 2019



### Strand C: Teaching and learning for rights – participation, empowerment and action

Children are empowered to enjoy and exercise their rights and to promote the rights of others locally and globally. Duty bearers are accountable for ensuring that children experience their rights.

At Hill West, many children and adults describe how young people can express their opinions and have been involved in decisions about their life in school.

- 92% of children said that they influence decisions in school; only 8% said they did not (RRS Pupil Questionnaire – June 2019)
- 100% of adults said that Pupils can influence decisions made in school (RRS Adult Questionnaire – June 2019)
- The School Council (which meets at least once a month) consists of representatives from each year group across school. Older pupils on School Council support the youngest pupils to put their views forward. School Council members represent the views of their classmates and provide support for members of their class when needed in all aspects of school life (Student Council News – Hill West Herald: Spring 1 2019)
- The RRS Steering Group consists of children who are passionate about the rights of children, and includes some members of School Council, some members of the Eco Warriors and other interested children. They have focused most recently on the rights of children in our outdoor environment, and have produced posters to advertise these alongside actions for children and adults (duty-bearers) in order to protect these rights which are on display in the outdoor areas
- ATLP Student Leaders attend ATLP Student Leadership meetings, in which they represent the view of Hill West Primary School children as they shape the development of this council body, whose views are influential in decisions made by the Arthur Terry Learning Partnership Board so that the views of children play a role in decision-making at the very highest level of our school organisation
- *"As a Senior Leadership Team, we are focused on the needs of the children in our school. This is always our first priority. Seeking the views of our children is a key mechanism for us to find out what they want or need, or how they feel about the time that they spend in school. Our leadership team takes these views very seriously and incorporates them wherever possible into the decision-making processes in school. Our School Council is one key mechanism – but we do carry out Pupil Voice questionnaires whenever necessary to obtain the views of our children."* – quote from staff questionnaire – June 2019. For example, when we began our journey to obtain the Primary Science Quality Mark award, 'Pupil Voice' was obtained by the Science Leader to find out what children across the whole of school liked or dis-liked about Science. Children's responses were shared with staff, and significant changes were made to the way science was taught across school, as a result of the views of the children
- *"Pupils at Hill West are articulate and talk about their opinions clearly, showing respect for others"* – quote from staff questionnaire – June 2019

Now that we have achieved the Silver award, we will continue to develop our practice further so that we can demonstrate that we are committed to, practice and have fully embedded the UNCRC within the school and beyond (in our local, national and International community) and thereby achieve the Gold award. The Rights Respecting School Agenda not only makes children aware of their rights at Hill West, but also develops children's awareness of wider issues including the rights of children on a global basis, a greater understanding of the social and emotional aspects of learning, the importance of community cohesion and sustainable development, and this will now form a key focus for our journey from Silver to Gold.

# Twycross Zoo

By Mrs Lisa Pardo



Reception's trip to Twycross Zoo is always one of the highlights for our children, and this year was no exception! To prepare us for our trip we read the text *Blue Chameleon*, which prompted the class to ask questions about the animals that we might see during our trip.

Soon the day arrived and, having talked about the

expectations for the trip, we got onto the coach together and... we were off!

We used the maps to make our way around the site and enjoyed spotting so many animals.



It was then time for our delicious picnic, a little stop off at the activity playground and then time to enjoy a cool ice lolly. The sun came out and we all had a brilliant day, children were worn out and a few even had a little sleep on the coach journey back to school!

Following the trip, all children were inspired to write recounts of

the day. During our learning the next week, our work was based around the amusing story entitled *Poo at the Zoo*, which we used to look at the role of a Zoo Keeper.



## Our favourite things:

'Seeing a Boa Constrictor'. Danny

'Seeing the cheeky monkeys'. Daisy

'Seeing the giraffes munching on trees'. Eleanor

'Watching the gorilla family playing' Emilie

'Looking at the meerkats digging holes' William

'When we all sat and talked having our picnic and just having a fun time' Haveer

**tz**  
Twycross Zoo  
EXPLORING THEIR WORLD

## Camping On The Field

By Mrs Sarah Terry

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At 8.45am, a massive pile of sleeping bags, pillows, cuddly toys and –somewhere underneath—63 Year 4 children, arrived at school, eager to begin their camping adventure. Mrs Terry, Mr Ellison, Mrs Anderson, Mrs Hart and Miss Moore were ready too! The first task of the day: set up camp. After a demonstration from Sarah and Dawn from the PTFA, the children joined their teams to set up camp. The team-work demonstrated by the children impressed us all—Adomas and Havana were particularly talented at erecting the tents and collaborating with their teams. After around an hour and a half, home for the next 24 hours was ready. 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 activity was extreme hide and seek. We are incredibly lucky at Hill West to have such vast grounds to explore, and the children certainly enjoyed it! The children who were 'on' had a challenge on their hands to find Maxi, who still won't reveal his secret hiding place. Maybe he's saving it for a game at break time in the future...

After lunch came a familiar game—pelican crossing. However, none of the children had played the game on this scale. Children who were 'on' found it difficult to tag the volume of children who were crossing, although it soon became just as challenging to sneak past the increasing team of 'on' children.

All of that running called for a chance to cool down—ice lollies! Exhausted, the children sat down with rocket lollies and enjoyed the chance to chat about their camping experience so far.



As late afternoon arrived, so did the next activity – a competitive game of cricket. Some of the children such as Kasper, Lucas and Tom enjoyed this incredibly. However, for those who were tired from pelican crossing, a chance to spectate in the shade was a welcome break from the increasingly hot weather.

After an active day, the children (and staff) had worked up an appetite. Thankfully, Domino's was there to save the day! The delicious meal of pizza (margherita and pepperoni) 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 continued the cricket game from earlier in the day whilst some enjoyed time on the playground equipment. However, most impressive of all was the fact that Ben was reading his book as his friends spun him around on the roundabout!



Not quite satisfied with pizza, hot chocolate and biscuits were next on the menu. Delicious! Soon after, the children started to get ready for bed. Pyjamas were put on, teeth were brushed and tents were settled into. However, the prospect of staying at school overnight was incredibly 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. The 5.30am games of cricket certainly helped them 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 to take down camp. Dawn and Sarah returned to help us all dismantle the tents. Luckily, it was far easier to take them down than to put them up! Theo and Izabel were incredibly helpful and must have helped at least three other groups take their tents down. They even offered up some of their free time to help the staff take down their tents, along with Ben, Cailen, Kasper, Rachel, Tilly and Katie. After a few more games and sports activities, it was time to end the camping adventure. On behalf of all of the staff who participated, I'd like to say thank you to all of the children for making it such a fun, enjoyable experience!



## Year 6 Leavers' Production

By Mr Steve George

Yabba Dabba Doooo! – a phrase that can mean only one thing – Prehistoric Cavemen!

'Rock Bottom' – a thinly veiled pun referencing the rear –end of our female lead character 'Lady Lava' (and the title of our production) was hailed as (almost) a match for the Flintstone movies on which it is loosely based– a fitting end to a very successful year for our KS2 leavers.



The plot is centred around a beauty-obsessed Lady- Gaga-alike ably played by Louisa May—her booming voice and excellent singing, particularly of 'Spell on You', left the audience in rapture. Her minions (the Mini Miners—led by Morris Miner, Maddie Sutton) are forced to extract a volcanic, wrinkle-defying serum called 'Cellulite' which reverses the ageing process; the slapstick fun from miners 'Argie (Lacey Severn) and Bargie (Rhyley Hall) had the audience in stitches.

The first sub-plot involves a Stoneage Rock-and-Roller called Bobby Cobblestone (Ashwin Sandhu) whose hearts-desire is to be an inventor – think triangular, rather than square, wheel' – duuuuh ! Ashwin was hailed the star of the show—his 'Elvis' costume combined with his tuneful but mournful solo 'Welcome to My Life' brought the house down—the applause must still be ringing in his ears!

Bobby's grandparents Cliff and Coral with their deep-south accents (Bella Scrivens and Millie Stanley) are unsure of his ability as an inventor, but it is that, in the end, that allows him access to his beloved Lady Lava—the coat hanger is her favourite invention as it 'ceases creases'.

Along the way, the 'three amoebas' – the Juans (Jed Carrol, Ryan Gilchrist and Seb De Zen)— the ponchoed Mexican sidekicks with all of the gags, (whose repeated rendition of 'Tequila' accompanied by their ad-hoc flamenco dancing sent the audience laughing all the way home) join forces with Bobby to overthrow the evil witch (Lady Lava) by dosing her with too much 'Cellulite' thus reversing her decline and turning her into a newborn.

So, In the end, Bobby is the hero and all is well in the town of Rock Bottom – a magnificent swan-song from a magnificent Year 6.

There were two performances—morning and evening—and both were equally popular with the audience of parents; I'm sure that there wasn't a dry eye in the house and the laughter lines were much worse for wear—Dr Clarke was certainly ecstatic—she was full of emotion when she claimed this production as 'probably the best so far' - high praise indeed considering Hill West's heritage of fantastic year end shows.

'Teamwork' was the order of the day though—there wasn't anyone who didn't contribute to the max—dozens of bit-parts, backstage lights and sound effects were all outstanding and all should be proud of their contribution.

Well done everyone – a sterling job – 'Rock Bottom Rocks !



# The Summer Fayre

By Miss Emily Arkinstall

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The glorious sun was shining, the barbecue was burning and the children were singing. It could only mean one thing... the Hill West Summer Fayre! It was a spectacular day with a range of activities and stalls for children and adults to enjoy. From learning circus tricks under the circus tent, Rugby with Veseyans Rugby Club, learning different Martial Art moves whilst enjoying the classic Tombola, there really was something for everyone. One of my highlights of the day was the children's performances in their year groups. Learning a song and dance routine is not easy by any means, however, the children made it look easy and blew us away with their confidence and enthusiasm. The Year 6 children worked tremendously hard on their biscuit stall. They designed, made and decorated their own biscuits to sell whilst developing their understanding of profit and loss.

Overall, it was a fabulous day for our school community, we raised over £3000 whilst spending quality, valuable



time with our families—amazing!

## Year 2 Visit To Warwick Castle

By Mrs Gurpreet Kaur and Miss Chloe Davies

It felt to the children like the day would never arrive. But, after months of waiting, the time had finally come for Owls and Kingfishers to visit Warwick Castle. What a great day it was!



The trip to Warwick Castle linked to our learning in class about castles. The children had been taught about features of a castle, rooms in a castle and how castle defences work. This knowledge had set them up for an amazing day out.

We left school at 9.15am and boarded the coach. All the children and staff were feeling very excited. However, the weather had its own ideas! About an hour later, we had arrived and were ready to explore. The excitement of seeing the moat, drawbridge, barbican and arrow holes was sending the children into overdrive! They were keen to point out and relate what they could see to their knowledge they had acquired in class, which made the visit that more interesting and relevant. We started the day off by watching the Bowman show his amazing archery skills; the children were amazed and couldn't believe their eyes. Next, we guided our way around the castle, climbing lots and lots (and lots) of steps.

All that climbing had worked up our appetites, so we were glad when it was time to tuck into our lunch. The children and staff all enjoyed a packed lunch to recharge their batteries ready for the afternoon entertainment. The Falconer's Quest was even more magnificent that we had imagined! We ducked and dived as eagles, hawks and owls skimmed over our heads and some of the birds got a little bit closer than we expected. It was then time to step back into time as we explored inside the castle. Luckily the showers (well, downpour!) only started as we were walking to the coach and it certainly did not spoil our fantastic and fun-filled day!



# Sports Day 2019

By Mrs Linsie Burton

After a little bit of a disappointing start to our original date for sports day we managed to finally order the weather for Monday 1st July. We had kept our fingers crossed all weekend for some nice dry weather which is exactly what we got.



The morning started with Key Stage Two assembling on the field for a morning of fun and competition. All the houses were represented and the field looked amazing with a great turnout of parents. Once the races were under way the children really put in 100% effort. We saw the children taking part in whole host of races from sprinting and hurdles to squashing water balloons with their bottoms and balancing jelly on their heads. This brought lots of fun and laughter to a wonderful day.



Several standout performances saw Pankhurst and Mandela take the early lead, although Ghandi and Mandela put up some great performances also. The sun was shining brightly throughout and the competition was heating up as well on the field. Year 6 did a fantastic job of marshalling the houses across to the start line and kept the support going.

All in all it was a fantastic morning and really showed the children the value of teamwork and competition. We were looking forward to seeing our Key Stage One children race in the afternoon...



**The scores at the end of our  
KS2 event were:**

4th place:  
Barnardo with 62 points

3rd place:  
Ghandi with 83 points

2nd place:  
Mandela with 92 points

1st place:  
Pankhurst with 140 points



After a hearty lunch it was now the time for Key Stage One 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.

This year we even had nurse join us for some races of their own. It looks like we have some budding athletes in the making as they really enjoyed the two races they took part in and we look forward to them joining us again next year.

By the end of the afternoon the scores for KS1 stood like this:

4th place: Pankhurst with 56 points

3rd place: Mandela with 75 points

2nd place: Barnardo with 76 points

1st place: Ghandi with 83 points.

This meant that by the end of the day the winners were.....

**Pankhurst with 196 points!**

I would like to thank all the staff and parents for helping to make Sports Day such a wonderful and memorable day—I am already planning next years' event!



"I loved my last sports day and won my sprint race."  
Jayden, Year 6.

"We're really sad this is our last Hill West Sports day."  
Maddie and Lacey, Year 6.



## Year 6 Graduation

By Mrs Kerry-Lynn Lampitt

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On Tuesday 17th July, Year six children were joined by their families and teachers to celebrate them coming to the end of their primary school education of seven years.



Quite understandably, it was a bittersweet evening; although we were celebrating our pupils 'graduating' from Primary

School, with that comes some inevitable sadness too. Dr Warrack opened up the evening by sharing her fond memories of the year six children. This was followed by the children's first performance of the night, from their recent production of Rock Bottom where they sang the opening song: 'Back to the beginning'.

Eagerly awaited was the speech from Mr George, who was longing to pass on his pearls of wisdom to the children and his reflections on the children's perception of time throughout their school years. This was followed by Millie and Madeleine's speeches for the evening, sharing their thoughts about moving on to secondary school and adventures that are waiting to be had. Excitedly, the children waited for the presentation of their 'scrolls'. As each child was called up individually to receive theirs, they savoured the moment, some children striking a pose for a memorable photo opportunity with Dr Clarke.

Next, Mrs Burton talked about her special memories from the year, along with sharing some thoughts and messages for the children, before Louisa and Sebastiano shared their thoughts about their time at Hill West. The children then sang another song from their production, 'There's a secret'.

Finally, all that was left was for Dr Clarke to close the evening, with her final thoughts and desires for the children, reading two very poignant poems before the children closed the evening with their final song; 'This is me'. There wasn't a dry eye in the house!



We would like to wish all of the children in year six the very best of luck in their new adventures, which lie ahead of them, at secondary school.

## Partnership Working At Its Very Best

By Mr Chris Ellison



During this last year, the children and staff at Hill West have been able to take full advantage of being part of the Arthur Terry Learning Partnership. From collaboration and the curriculum to computing and coding competitions - the learning and experiences have been truly enriched by being part of the partnership.

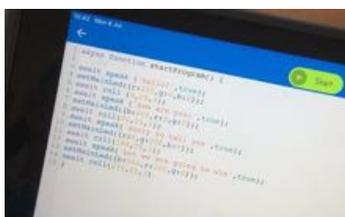
Being part of the ATLP has enabled the children at Hill West to have access to some very sophisticated (and fun) learning resources - especially in computing. By collaborating with Mere Green, Spheros and Lego Wedo sets were brought into the school. These instantly gain a huge interest, and the classrooms soon fill with whispers of excitement and curiosity. A combination of following instructions, tinkering and coding followed - listening to children enthusiastically discussing how to add loops and variables to their code is quite the conversation to overhear. Robotic frogs, rovers and race cars were a few of the creations flying across the classroom tables. We were even fortunate enough to use them at Code Club: The children at Hill West definitely have the potential to become exceptional robotics engineers and computer programmers.



Working closely with other schools in the partnership has enabled Hill West to adopt a brand-new Digital Literacy curriculum, which bolsters the already revised Personal Development and Well-being curriculum that underpins many of the school's values. The curriculum is backed by Google, YouTube, Parent Zone and the PHSE Association. The new curriculum helps children develop the skills and knowledge to be able to navigate the modern digital world - safely and confidently. The curriculum is built around 5 core principles:

- Think Before You Share (Be Internet Sharp)
- Check it's For Real (Be Internet Alert)
- Protect Your Stuff (Be Internet Secure)
- Respect Each Other (Be Internet Kind)
- When in Doubt, Discuss (Be Internet Brave)

Children have been learning about, and how to avoid, fake news, echo chambers and filter bubbles - key concepts that help ensure they understand the challenges of social media and the ever-expanding online world. As a school, using a relevant and up-to-date Digital Literacy curriculum will ultimately ensure the children learn how to stay safe online.



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 the Annual Computing Challenge at Mere Green with children from other schools in the partnership.

After an in-school competition, winners were selected to represent Hill West. They were pitted against the other schools in the partnership and had to use a vast range of skills in each event. Starting with an expert session, the Year 6s used the text-based language, JavaScript, and were first tasked with writing code to control the Spheros in a variety of ways. Next up, they used block coding to take part in Sphero Curling - the next Olympic sport? Followed by more mechanical mayhem - Sphero Sumo Wrestling. Finally came the Water Rescue, in which they used the Spheros to power their rescue vessels and save the poor stranded Lego people. What a day! A huge congratulations to the winners - Scotch Orchard - especially as it is their first year in the competition. This competition gives children a purpose and incentive for their learning: they were engrossed in the coding and learnt many valuable, life-long skills. Fingers crossed for next year!



# Safeguarding Questions for Parents and Carers

## By Headship Team



For many parents the summer can be a time when they book their children into summer camps, activity days and child-care settings. Last year the government consulted on a voluntary safeguarding code for out-of-school settings. Although the outcome of the consultation has not been published, a draft was made available. In addition to the code for providers, the DfE published draft guidance for parents, in the form of 'Safeguarding questions for parents and carers (DfE, 2018)'. It might be useful to send these questions out to parents, so they can be confident about asking appropriate questions of the people they intend to leave their children with. Some of the questions parents could ask include:

- ◆ Have staff and volunteers undertaken DBS checks? How recent were the checks?
- ◆ Will any adults besides the instructor be present at the venue while my child is there?
- ◆ What training have staff had?
- ◆ May I have a copy of your child protection policy?
- ◆ Who is your designated safeguarding lead (DSL) and what training have they had? How recent was this training?
- ◆ My child has Special Educational Needs and / or a disability (SEND). What steps will you take to accommodate this?
- ◆ My child needs help with: using the toilet; changing; feeding; their medication, etc. How will these personal care needs be addressed?
- ◆ How are you securely storing the information you hold on my child? Who has access to it and are you giving it to anyone else?
- ◆ Is my child allowed to access the internet unsupervised?
- ◆ Do you have filtering and monitoring systems in place? What are they?

In addition to the questions to ask, the draft guidance for parents sets out some 'red flags' that the might prompt parents to send their children to a 'different setting'. The red flags are:

- ◆ Staff are not DBS checked
- ◆ No child protection policy
- ◆ Signs of abuse on other children who attend the setting, for example, unexplained bruises
- ◆ Provider unable to name a designated safeguarding lead
- ◆ The designated safeguarding lead has not had relevant training
- ◆ If the OOSS allows children access to the internet, no filtering or monitoring systems in place
- ◆ Dangerous physical environment e.g. loose wires, damp, no fire escape, no first aid kit
- ◆ No designated first aider
- ◆ No parental consent form or requirement for emergency contact details
- ◆ Other adults coming into the out-of-school setting who are not staff members / a lack of clarity on the roles of different adults in the setting
- ◆ No health and safety policy; No fire escape plan

You can download the full document here: [https://consult.education.gov.uk/regulatory-framework-unit/out-of-school-settings-voluntary-safeguarding-code/supporting\\_documents/Safeguarding%20questions%20for%20parents%20and%20carersDraft%20guidance.pdf](https://consult.education.gov.uk/regulatory-framework-unit/out-of-school-settings-voluntary-safeguarding-code/supporting_documents/Safeguarding%20questions%20for%20parents%20and%20carersDraft%20guidance.pdf)