



HILL WEST *Primary*

FOUR OAKS

PROSPECTUS 2020-2021

*Where learning is fun and ALL children succeed in our
21st century world*



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Please note that, due to COVID-19, we are currently operating differently in school with restrictions in place, for example affecting transition arrangements, start and finish times and extra-curricular activities. This prospectus contains all our usual procedures and arrangements, which we hope to reinstate as soon as guidance allows.



Clarence Road, Four Oaks, Sutton Coldfield, B74 4LD
Tel: 0121 308 5392 Fax: 0121 308 5061
enquiry@hillwest.bham.sch.uk
www.hillwest.bham.sch.uk

Head Teacher: Dr Beth Clarke
Deputy Head Teacher: Mrs Hannah Cook



*Where learning is fun
and ALL children succeed*

Dear Parents and Carers

If your child is joining us for the first time we welcome you and look forward to a happy and successful association over the coming years. If you already have a child attending Hill West Primary School we are pleased to welcome another sibling into our school and look forward to renewing our existing relationship.

I hope that we will always be able to work together in the interests of your child, building on the foundations you have already laid for your child's education.

The information in this school prospectus should help you, and your child, understand the way in which we work and give you all the information you need. However, if there is a question left unanswered or if there is anything we could add to help our parents of the future then please do not hesitate to let us know.

As your child progresses through our school we will ensure that you are kept informed and provide as many opportunities for discussion as possible. We believe that confidence in a school comes from knowing and understanding what is happening within it. There is an open door policy here and prospective parents are welcome to visit at any time.

If you have any queries or concerns, please do not hesitate to contact me.

Yours Sincerely

Dr Beth Clarke
Head Teacher

SUPPORTING STATEMENT FROM THE CHAIR OF GOVERNORS

At Hill West Primary School, we have a keen focus on the academic performance of our students and are proud of our pupils and the fantastic progress they make. Our youngest children consistently perform above the national average in all respects of the Early Years curriculum, achieving the early learning goals in EYFS and the phonics screening Test in year 1. We are also extremely pleased with the SATs results of our Year 2 pupils and our oldest pupils in the school who performed well above the National and regional averages. We maintain a relentless focus on the progress of all our pupils, monitoring this throughout the year.

Although we are pleased with these results, and will continue to have the highest expectations and standards, these measurable facts and figures are not what Hill West is only about. The percentages and comparisons don't 'show you' the qualities that will be with you long after primary, secondary and any future education has past. Governors, staff and all stakeholders within the learning community of Hill West also highly value those skills and abilities that do not get reflected in a test.

The staff team at Hill West create opportunities for pupils to develop Resilience, Resourcefulness, Reflectiveness and Reciprocity skills whilst achieving the best academic results they are capable of. We look to nurture lifelong learners with skills they will need in modern Britain.

We also enjoy watching their confident and creative skills during class assemblies, musical performances and shows throughout the year.

The value of home support is hugely important and opportunities are in place for Parents and Carers to attend school workshops with your child. Become involved in the learning community by joining the Parent, Teacher and Friends Association, coming along to parent / teacher consultations or considering a role on the Governing Body.

Hill West Primary School is an established member of the Arthur Terry Learning Partnership. Supporting and learning from each other, we model what happens in the classroom. The Senior Leadership Team is approached to support schools within and external to the Multi Academy Trust. Governors come from a variety of backgrounds, bringing a range of skills and experience to the Board and are regularly asked to support, review and develop other Governing Boards across the West Midlands.

If you are aiming to join the Hill West Primary School Community, I look forward to meeting you during the year ahead.

I am proud to be a Governor at Hill West Primary School. To be Chair is an honour.



Andrew Staples
Chair of Governors

SCHOOL VISION



Our aim is to develop Hill West Primary School as a school where:

Quality of Education

Teaching establishes a culture of high expectations whilst inspiring a love of life-long learning and academic success.

Behaviour and Attitudes

With the school and parents working in partnership all children are inspired to be ambitious, hard-working and achieve their best. They are well prepared for the transition to the next phase of their education.

Personal Development

Children are happy, safe and secure. They enjoy learning and their behaviour is exemplary. They make a difference in their local and wider community.

Leadership and Management

Leadership and management is aspirational so that every child achieves success in all aspects of learning and life.

SCHOOL AIMS



At Hill West Primary School we are dedicated to the whole child and as such we are committed to:

- Developing and fostering a strong home-school partnership through open dialogue;
- Providing a broad, balanced and relevant curriculum that shows progress and continuity from Foundation Stage to the end of Key Stage Two so that each child meets their full learning potential;
- Developing challenging experiences and activities to foster individual self-esteem and confidence;
- Developing stimulating and inclusive learning environments;
- Promoting the awareness that each child is unique and develop opportunities to celebrate differences;
- Developing in each child a sense of awe and wonder.

OFSTED INSPECTION

Our most recent Ofsted Inspection was in March 2019. We were judged to be a good school with the clear potential to be outstanding. This means that our next inspection will be a Section 5 inspection within the next two years.

There were a plethora of key strengths identified in our inspection and most pleasing were the findings that teaching across school was really strong, excellently paced and challenging for all learners, irrespective of the subject being taught. Particularly pleasing were the findings that:

- The school demonstrates a sharp and reliable understanding of what it needs to do next.
- Leaders' approach to the curriculum is at the heart of the school's success.
- Leaders have used relevant research effectively, for example, to identify the best ways to revisit learning to make sure that pupils remember it in the long term.
- Leaders have established an excellent reading culture at the school.
- Leaders have also ensured that lessons fully engage pupils' interests.
- Partly as a result of this engagement with the curriculum, pupils' attitudes to learning are excellent. From the early years onwards, they listen carefully, and display commendable concentration.
- The school's records show teaching across the school is highly effective, and inspection evidence confirmed this. Teachers consistently introduce pupils to demanding and stimulating ideas.
- The school is increasingly effective at overcoming disadvantaged pupils' barriers to learning
- Pupils' workbooks and the learning that was observed during the inspection showed that current pupils are making consistently strong progress in a range of subjects, including English and Mathematics
- The school has a very strong culture of safeguarding.

“Teachers ask probing questions to encourage pupils to think more deeply and refine their initial answers. Learning is expertly paced and the most able pupils are presented with a suitable level of challenge”

Our post Ofsted targets for improvement were:

- ☐ To ensure teaching in French and Music improves, so that it matches the consistently high quality of teaching in other subjects.



STATUTORY NATIONAL CURRICULUM ASSESSMENT

End of Key Stage One 2018

English Reading

At or above the Expected Standard	85% compared to 75% nationally
Achieving a High Standard	28% compared to 26% nationally

English Writing

At or above the Expected Standard	82% compared to 70% nationally
Achieving a High Standard	20% compared to 16% nationally

Mathematics

At or above the Expected Standard	85% compared to 76% nationally
Achieving a High Standard	25% compared to 22% nationally

End of Key Stage One 2019 (This is our most recent set of data due to COVID-19)

English Reading

At or above the Expected Standard	87% compared to 75% nationally
Achieving a High Standard	28% compared to 25% nationally

English Writing

At or above the Expected Standard	85% compared to 69% nationally
Achieving a High Standard	20% compared to 15% nationally

Mathematics

At or above the Expected Standard	88% compared to 76% nationally
Achieving a High Standard	27% compared to 22% nationally

End of Key Stage Two 2018

Reading, Writing and Maths (combined)

At or above the Expected Standard	82% compared to 64% nationally
Achieving a High Standard	25% compared to 10% nationally

English Reading (test outcomes)

At or above Expected Standard	86% compared to 75% nationally
Achieving a High Standard	37% compared to 28% nationally
Average Scaled Score	107 compared to 105 nationally

English Writing (based on teacher assessment)

At or above the Expected Standard	92% compared to 78% nationally
Achieving a High Standard	30% compared to 20% nationally

English Grammar, Punctuation and Spelling (test outcomes)

At or above the Expected Standard	85% compared to 78% nationally
Achieving a High Standard	57% compared to 34% nationally
Average Scaled Score	110 compared to 106 nationally

Mathematics (test outcomes)

At or above the Expected Standard	85% compared to 76% nationally
Achieving a High Standard	51% compared to 24% nationally
Average Scaled Score	108 compared to 104 nationally

Progress Measures 2018 (KS1 – KS2)

Reading	1.2	Above National Outcomes
Writing	1.5	Above National Outcomes
Maths	2.6	Top 20% of schools in England

End of Key Stage Two 2019

(This is our most recent set of data due to COVID-19)

Reading, Writing and Maths (combined)

At or above the Expected Standard	83% compared to 65% nationally
Achieving a High Standard	32% compared to 11% nationally

English Reading (test outcomes)

At or above Expected Standard	85% compared to 73% nationally
Achieving a High Standard	44% compared to 27% nationally
Average Scaled Score	107 compared to 104.4 nationally

English Writing (based on teacher assessment)

At or above the Expected Standard	93% compared to 78% nationally
Achieving a High Standard	37% compared to 20.1% nationally

English Grammar, Punctuation and Spelling (test outcomes)

At or above the Expected Standard	89% compared to 78% nationally
Achieving a High Standard	44% compared to 35.7% nationally
Average Scaled Score	110 compared to 106.3 nationally

Mathematics (test outcomes)

At or above the Expected Standard	93% compared to 79% nationally
Achieving a High Standard	42% compared to 26.6% nationally
Average Scaled Score	108 compared to 105 nationally

Progress Measures 2018 (KS1 – KS2)

Reading	0.9	Top 40% of schools in England
Writing	1.7	Top 25% of schools in England
Maths	1.6	Top 25% of schools in England

THE ARTHUR TERRY LEARNING PARTNERSHIP (ATLP)

'Putting children at the heart of everything we do'



The Arthur Terry Learning Partnership is a respected multi-academy trust connecting schools in Birmingham, Staffordshire and Warwickshire including nine primary schools, five secondary schools and one national teaching school. The ATLP has been pioneering school improvement since 2009. Our growing learning family comprises 5,500 students and more than 900 staff. Our core purpose and vision is to provide outstanding education across the partnership through collaborative working, local responsibility and accountability, systematic quality assurance and a commitment to continual improvement.

We believe that every child has the right to be a powerful learner. Our schools are connected by a strong moral purpose to provide accessible, outstanding education for all, in happy, creative, nurturing and aspirational environments. Our academies and partners are quite distinctive and separate, serving different communities and phases; but all are either, or have the capacity to become 'Good' or 'Outstanding' schools.

Working together rather than in isolation means that we can accelerate school improvement and ensure excellence in and across our family of schools. As an established MAT, we have developed the capacity and capability to raise standards collectively and have made a demonstrable impact on our learning communities. Our academies benefit from ambitious leadership and governance, and excellent teaching and learning. We strive to raise standards and expectations: to develop innovative, creative and resilient learners; to ensure excellence in all that we do, through strong collaborative working and a shared commitment to all pupils in all our schools.

Our aim is quite simply the opportunity to make all schools better, to determine our own destinies and to transform the lives of those around us.

OUR SCHOOL

Hill West Primary School is a two-form entry school situated in the Four Oaks area of Sutton Coldfield. The school is located on a pleasant 11 acre site, comprising extensive playing fields and gardens.



The school entrance is on a scheduled bus route and within easy walking distance of Butlers' Lane railway station.

The school was built in 1968. It consists of two separate buildings, one housing our Private Nursery, Reception, Year One and Year Two classes and the other building housing our Year Three, Four, Five and Six classes. The site also has a number of external buildings that house our before and after school clubs, staffroom, parent's meeting room and library.



We are extremely proud of our school grounds and use these to our best advantage hosting annual Summer Fayres, Sports Events, Egg Rolling at Easter as well as athletics and track and field events, football, rounders and orienteering for the children as part of their physical educational curriculum.

OUR CURRICULUM

Our whole school curriculum has been designed, developed and refined over many years. High aspirations underpin our curriculum philosophy and we want our children to flourish socially, emotionally and academically through well-taught, progressive curriculum content. We understand that children make good progress across the curriculum and in individual subject disciplines when we build on their prior learning and the children remember more. We are committed to ensuring that learning is engaging but appreciate that to commit new knowledge or skills to the long-term memory, there is a need for regular retrieval, practice and consolidation. Our curriculum has been designed to ensure learning is durable in the longer term and can be transferred from one context to another. At Hill West, building on our understanding of how children learn, our curriculum is taught through key questions that link different subject disciplines thematically. We do this so that children have well-developed schema underpinned by interconnected knowledge and skills. Our key questions that link the learning are designed to engage and inspire, improving children's ability to; ask questions, investigate, interrogate information, present and argue whilst developing a range of skills and deep knowledge. Alongside this, children also receive a weekly subject-specific lesson that either reinforces prior learning through earlier linked learning, or introduces new learning that will be revisited during a subsequent key question.

Investment in staff CPD continues to ensure that breadth, balance and challenge is effectively planned for; our curriculum is highly responsive. Teachers and teaching assistants think carefully about the learning experiences they provide for their children and plan to deliver these in a way that captures children's interests and enthusiasm for learning not just in the moment but beyond the classroom. Our Personal Development and Well-being curriculum underpins all of our teaching by placing significant value on Social, Moral, Spiritual and Cultural education; Personal, Social, Health and Economic education; Relationships and Sex Education including British Values and identity.



All children make excellent progress across all subjects and this is robustly monitored through pupil progress discussions with Assistant Head Teachers. Our curriculum develops key skills across a range of subjects to enable the highest possible outcomes in core and non-core subjects.



As a result of our curriculum our children leave Hill West prepared to contribute fully not only to life in secondary school but to their communities and city. At Hill West we appreciate that we are part of a wider family of schools and are committed to equip children to be happy, talented, confident and ambitious citizens of Birmingham and the world.

Examples of our Key Questions and Medium Term plans can be found on our school website.

EARLY YEARS



In Reception our children follow the Foundation Stage Curriculum, which provides a broad and balanced range of experiences in order for them to develop socially, emotionally, intellectually and physically.

All children in the Early Years at Hill West are challenged in a supportive, encouraging environment with our aim being for each and every child to fulfil his/her potential. The curriculum for the Foundation Stage

underpins future learning by supporting, fostering and promoting children's early development.

The curriculum is designed around three prime areas of learning and an additional four specific areas of learning, making seven areas altogether:

- Personal, social and emotional development
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design



In the early years we monitor the progress of our pupils very carefully against the DfE 'Development Matters' guidelines. These group key skills into developmental stages:



- 30 – 50 months
- 40 – 60+ months
- Early Learning Goals

On-going formative assessment is at the heart of our effective Early Years practice observing children as they act and interact in their play.

OUR CORE VALUES

At Hill West Primary School our aim is to enable all of our pupils to become:

- successful learners who make progress and achieve
- confident individuals who lead safe and healthy lives
- responsible citizens who make a positive contribution to the society in which we live.

We do this through explicitly promoting a core set of values which we all share and celebrate

Determination	Motivation	Confidence
Commitment	Pride	Humility
Cooperation	Trust	Thoughtfulness
Ambition	Honesty	Respect
Sense of Fun	Awe and Wonderment	Success



EXTRA-CURRICULAR PROVISION AND EDUCATIONAL VISITS

We offer a wide range of Extra-Curricular activities both during the school day and as after school clubs including:

- Instrumental tuition – violins, brass, guitars and woodwind
- Choir
- Dance Club
- Multi-skills
- Football
- Spanish
- Relax Kids



We recognise that sport can play a vital role in the development of young people and seek to promote this in a number of ways.

The PE scheme of work provides a balanced programme of activities including gymnastics, dance, athletics, games and swimming. There are a wide range of extra-curricular activities offered, many of which are provided by coaching specialists. This year the children will enjoy football, basketball, dance, cross country running, cheerleading, netball, rounders, tennis and athletics.



We continue to participate in local and district-wide sporting events such as football, netball, cross-country and athletic tournaments with much success.

Our children also enjoy a variety of Educational Visits throughout their time at Hill West. Although these can change depending on topics, some examples are:



- Twycross Zoo in Reception
- Hatton Country Farm in Year 1
- Black Country Museum in Year 2
- Herefordshire Beacon in Year 3
- Whitemore Lakes Residential in Year 4
- Aberdovey Residential in Year 5
- France Visit in Year 6

We also enjoy an annual whole-school Pantomime Trip, currently for children in Years 1-6.



RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP

Our programme of Religious Education follows the Birmingham Agreed Syllabus, which encourages a multi – faith approach and respect for all religions.

The Education Reform Act requires that all children take part, each school day, in an act of collective worship that is wholly or mainly of a broadly Christian character. Assemblies include a Celebration Assembly once per week, Class assemblies (throughout the year) and stories to encourage kindness and caring for each other and our environment. Our assemblies make a valuable contribution to children's spiritual, moral and cultural development. Major festivals – Diwali, Christmas, Easter, Vaisakhi, Chinese New Year – are all discussed throughout the year.

You have the right to withdraw your child from Assembly. If your child is withdrawn we would kindly ask you to come into school during assembly times to support your child's oral learning. Please inform us in writing if you wish to exercise this right. Parents are invited to come into school for major events such as class assemblies and performances throughout the year.

DISABILITY EQUALITY SCHEME

The Disability Discrimination Act 2005 (DDA) required schools to plan to increase the access to education for disabled pupils in three ways:

- To increase the extent to which disabled pupils can participate in the curriculum.
- To improve the environment of the school in order to increase the extent to which disabled pupils can take advantage of education and associated services.
- To improve the delivery of information so that it is accessible to all (School Accessibility Plan)

The Disability Discrimination Amendment Act 2005 known as the Disability Equality Duty requires the public sector including schools to actively promote disability equality and for schools to have a proactive approach, mainstreaming disability equality into all decisions and activities.

At Hill West we ensure that we produce a three year action plan in consultation with all stakeholders including disabled users. We are committed to ensuring equality of education and opportunity for disabled pupils, staff, parents and all those who provide or use the services of the school. We aim to continue to develop a culture of inclusion and diversity in which people can feel free to disclose their disability without fear of discrimination or harassment, and where they are encouraged to fully participate in school life even where this requires more favourable treatment.

The achievement of disabled pupils, and access for disabled staff, parents and those involved with school will be monitored and adjustments will be made to ensure that barriers are removed and so ensure the school environment is as accessible as possible and free from prejudice. For a copy of our Disability Equality Action Plan please ask at the school office or visit our website.

SPECIAL EDUCATIONAL NEEDS

At Hill West Primary School, every child is unique and has individual needs. The majority of these needs can be supported through highly effective differentiation, personalisation and quality first teaching strategies, however, some children may require additional support to meet their needs and to ensure they make progress in their learning. For those children with more complex and significant needs, we may involve external agencies to support class teachers.

We make provision for pupils who may have any of the following needs:

- Cognition and learning - Children who find learning, thinking and understanding harder than most other pupils
- Communication and Interaction - Children who find it difficult to interact with others and the world around them
- Social, emotional and mental health difficulties - Children who find it difficult to manage their emotions and behaviour in a way that affects their everyday life
- Sensory and/or physical needs - Children who have a disability that may make it difficult for them to manage their everyday life without changes to the physical environment or support through a range of personalised resources.

We identify and assess pupils with SEND in a variety of ways. We know that children may need additional help if:

- Concerns are raised by parents/carers, teachers, or the pupils previous school
- There is a lack of progress in the child's learning
- There is a change in the pupil's behaviour
- The pupil asks for help

In line with the SEND Code of Practice, the school takes a graduated response in identifying children with additional needs, with a key focus on early identification where possible. We work together with parents/carers at all stages of the graduated response. Our pupils with SEND are set personal learning targets specific to their needs; these are derived from the four areas of the code of practice and informed by learning continua for speaking and listening, reading, writing and mathematics. We evaluate the effectiveness of our SEND provision by regularly reviewing the personal learning targets through the individual continua. Our expectation is that all children make at least expected progress from their starting points by mastering criteria identified for them on their continua.

On-going training and support from the SENCo and our external agencies, means that all school staff have the knowledge and confidence to support pupils with SEND through quality first teaching strategies, using a tailored and personalised approach to meet the individual needs to the pupils in their class. Where a pupil requires additional support to ensure that their needs are met, small group or individual support is used. This is often referred to as an intervention. The effectiveness of interventions are continuously evaluated and reviewed.

PASTORAL CARE AND CHILD PROTECTION

At Hill West Primary School we are committed to safeguarding and promoting the welfare of all our children. Disclosure and Barring Service Checks are carried out on all staff employed by the school and all visiting teachers. Thorough recruitment checks are made prior to appointments being made.

The Head Teacher, Deputy Head Teacher and Assistant Head Teachers are the primary named persons with responsibility for child protection issues in the school. They will liaise with a wide variety of outside agencies

- Health Workers
- School Nurse
- Social Workers
- Educational Psychologists

Involvement with the above agencies ensures that children and families who may be at risk have comprehensive, professional support. Any records or information is kept confidentially by the Head Teacher.

However, all adults working in the school take responsibility for the pastoral care of the children and discuss with the Head Teacher any concerns that they may have.

There are five main elements to our child protection policy in school:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

Please note that additional information about our curriculum and school procedures can be found on our school website (www.hillwest.bham.sch.uk) including:

- ✓ **Collective Worship Policy**
- ✓ **Sex and Relationship Education Policy**
- ✓ **Assessment Policy**
- ✓ **Specific information about the learning which takes place in each year group**
- ✓ **Medium Term Plans**
- ✓ **Behaviour Rationale**

PARENTAL PARTNERSHIPS

At Hill West we believe that as parents you are your child's first and most important educators. We are therefore committed to building a strong relationship with every family so that we become, together, the co-educators of your children. To this end we deliver a number of parent workshops, some during the evening and some during the school day, where you will help your child with learning related activities in class.

We will endeavour to ensure that you:

- See yourselves as equal partners in your child's education.
- Understand how your child learns best and how you can apply this understanding to support your child at home.
- Feel able to communicate your views through school visits and written and phone/email communication.
- Will receive guidance on how to support your child's learning at home.

Our Parent Council (parent representatives from each class) meet with the Deputy Head Teacher on a monthly basis. The remit of the Council is that of a discussion forum and advisory body, helping to inform decisions made by the Head Teacher and Leadership Team of the school.

CONCERNS AND COMPLAINTS

We believe in an equal partnership with parents working hard to provide the best possible education for our children. If you have a concern or complaint, please tell us straight away, using the procedure outlined below:

1. In the first instance speak directly to your child's class teacher outside class hours.
2. Make an appointment through the school office to speak informally to the Assistant Head Teacher / Phase Leader.
3. Make an appointment through the school office to speak informally to the Deputy Head Teacher or Head Teacher.
4. Ask for a copy of the school's complaints procedure.
5. Write formally to the Chair of the Governing Body (all correspondence to the Governing Body is to be sent via the School).

GENERAL INFORMATION

ADMISSION ARRANGEMENTS

Starting School

New parents will have the opportunity to visit our Reception classes with their child during the Summer Term before their child starts in September. Children starting at other times and in other year groups during the year will be inducted into school with the support of the Class Teacher and Teaching Assistant. Parents and children are invited to visit school on an informal basis to look around and meet staff. For detailed information on Admission Arrangements, please contact our Office Manager.

Birmingham LA Admission Criteria

Allocation of places into Reception classes is administered by Birmingham City Council Schools Admissions Department. Admissions into other years is administered by the School, supported by Birmingham City Council. If you require any further assistance with regard to admitting your child to school you can contact our Office Manager on 0121 308 5392.

Places at Hill West Primary School will be allocated based on the following order of priority.

1. Looked After Children (those in public care) will be allocated a place at their nearest school if it is not possible to allocate a place at any of their parents'/carers' preferred school.
2. Siblings (brothers and sisters) of older children who will be attending the school at the time of admission.
3. Children who live nearest to the school.

In each of these cases priority is given to those who live nearest to the school, by straight line measurement to one fixed point in the school. This measurement is calculated by Birmingham City Council Schools Admissions Department.

ATTENDANCE AND PUNCTUALITY

If for any reason your child cannot attend school, please telephone us to let us know by 9.20am each morning. When your child returns to school you should send him or her with a brief note

to explain the absence in more detail. Following amendments to the Education (Pupil Registration) (England) Regulations 2006, Head Teachers may not grant any leave of absence during term time unless there are exceptional circumstances. Requests for leave of absence must be made to the Head Teacher and according to school policy can only be authorised by the Head Teacher. A Leave of Absence form is available from the school's main office. Parents who take their children on holiday without permission will incur unauthorised absences for their child. These remain on the child's record and will be monitored for further action by the Education Welfare Service. Parents could also be issued with a fixed penalty notice or court action.

School starts promptly at 8.55 am and in order for children to have the best possible start to their learning it is important that they do not arrive late to school. If for any reason your child is late then please report to the main office in KS1 to sign your child in so that he /she can receive a late mark on the electronic register.

In accordance with DfE requirements absences are published and reported at the end of the school year.

School monitors children's attendance very carefully and if your child's attendance falls below 95% you will receive a letter from us drawing your attention to this fact.

PROMOTING GOOD BEHAVIOUR

At Hill West, the vast majority of children behave impeccably. This is because their early lived experiences have prepared them well to succeed in school. For those children whose early life experiences, or indeed diagnosis of additional needs, have not equipped them to manage their strong sensations or emotions, it is incumbent upon us to support them systematically with authoritative nurture to learn which behaviours are socially acceptable and which behaviours are socially unacceptable. Over time, it is our intention to equip all children with the skills they will need for success in later life.

We do this through:

- Allocation of a key worker where necessary
- Embedding vital relational functions (VRFs)
- Using Thrive to support early identification of developmental needs
- Targeted social and emotional developmental intervention strategies
- Embodying PACE
- Clearly articulated, appropriate and proportionate consequences

At Hill West Primary School we celebrate our children's achievements at every opportunity. We believe that positive praise encourages children to become self-regulating, reflective citizens.

*For more information, please see our **Behaviour Rationale** which can be found on our website.*

MEDICINES AND WELFARE

It is essential that we are able to contact a parent or responsible named person in case of illness at school. Many members of staff have undertaken courses in first aid and there are designated members of staff with responsibility for first aid. Medicines are given in school if there is a particular need but are only to be administered via the school office.

If children need medicine to be administered in school then we would kindly ask you to complete a Medicine Authorisation form available from the school office. Without this form we are unable to administer your child's medicine. All medicines must be handed to a member of the office staff by the parent. Epi-pens and Inhalers should be brought to school and will be kept either in the child's classroom or in an identified cupboard in the school office, easily accessible by all staff.

We have a separate form which we would ask you to complete giving full details of use of Epi-pens and Inhalers and instructions in case of any emergency.

SCHOOL MEALS

Children may either have a school lunch, bring their own sandwiches or go home for lunch. Hot, nutritional school meals are cooked in our school kitchen; the School Meals service is provided by a professional catering company specialising in school meals. Lunchtime Supervisors and Teaching Assistants care for the children during their lunchtime. There is a choice of main meals and puddings and water is provided.

The cost of school meals for children in KS2 is currently £2.25 per day. If this should alter we will let you know as soon as possible. Dinner money can be paid weekly, monthly or half termly and must be paid via School Money, our electronic payment system.

The menu is available for you to peruse on the school website. The school meals menus are nutritionally balanced based on the principles of: reducing salt, reducing sugar, reducing fat and increasing fibre.

Free School Meals

All children in Reception and KS1 are entitled to free school meals. Children are also entitled to free meals if their families are in receipt of Income Support or Job Seekers allowance. Please ask the school office for an application form. We would also be grateful if you could notify us of your eligibility even if you do not wish your child to have a free meal.

Sandwiches

We encourage the children when they first start school in Reception to have a hot school meal if possible. If your child does bring sandwiches to school we would strongly urge you to include a cooler block in the lunch box during the warmer months.

Milk

We can provide children with a drink of milk at break time each day at a cost of 21p per day. Milk needs to be ordered before the start of each half term and you will receive a letter with an order form attached which you could complete and return to the school office with the correct money. If your child is in Reception or is eligible for free school meals then milk can be ordered free of charge.

Other Drinks

Only drinks in small **cartons** or suitable **plastic flasks** are allowed in school. We encourage all of the children to bring a drink to school with them to access throughout the day. No cans or glass bottles are allowed in school.

Snacks

All children in Key Stage One receive a piece of fruit free of charge daily. All children can bring a **small** snack to eat at break time but **please** only fruit, cheese or raw vegetables or breadsticks. **No** biscuits, crisps or sweets - we like the children to eat all their lunch!

SCHOOL UNIFORM

Smart school uniform is encouraged and our pupils feel proud and pleased to wear it both in school and on visits. Most items of uniform can be purchased at local shops but in order to make obtaining our uniform as easy as possible we use an online supplier who stock all items including those bearing the school logo (www.mapac.com). These items can be ordered and paid for online and delivered to school free of charge.

GIRLS

- Green or grey skirt or grey trousers
- White blouse or polo shirt
- Green jumper, cardigan, school sweatshirt or sweatcardi (with school logo)
- Green or yellow summer dress
- Fleece Jacket or Waterproof/Fleece Jacket



BOYS

- Grey trousers or shorts
- White shirt or polo shirt
- Green jumper or school sweatshirt (with school logo)
- Fleece Jacket or Waterproof/Fleece Jacket



GIRLS AND BOYS PE KIT

- White school PE T-shirt
- Black PE shorts
- Pumps for KS1 / Trainers for KS2
- Pump Bag

Please ensure ALL items of uniform are clearly labelled so items are easy to return should they get lost!

VISITORS TO SCHOOL

The school operates an effective system for monitoring visitors to the school. The gates to the school drive close at 8.00am each morning and remain closed for the remainder of the day. The pedestrian gates remain open until school starts. Having gained access through the school gates all visitors are asked to use the main school entrance when visiting the school and report to the school office in order to sign in and out. Visitors are asked to prove their identity and wear a visitors' badge whilst in school. In this way we will know the number of adults who are in school in the event of any emergency. Adults in school without a badge will be challenged.

The outer school doors are locked at 9.00 am. All doors on the outside of the building have key-pads or buzzers which ring through to the school office.

SCHOOL CAR PARK AND DRIVEWAY

We have electric gates fitted at the top of the drive which are programmed to be open or closed at certain times of the day. The staff car park is strictly for authorised users only; staff, delivery vehicles and emergency services. Parents are therefore not permitted to drive their cars onto the school site at any time. We have one space allocated for disabled users and if you need to drive onto the school site because of a disability please contact the Head Teacher.

We would ask parents not to allow their children to walk on the driveway. This can be used by vehicles at all times of the day and children should stay safely on the footpath behind the fences.

PARKING

Parents/guardians who drive their children to school are asked to park considerately. The crossing patrol needs as much visibility as possible in order to cross the children safely over the road. Our neighbours are very supportive of our school but we would also ask you to think of them when parking at the beginning and end of the school day.

SCHOOL ENVIRONMENT

We aim to provide a safe and healthy working environment for everyone in the school.

The Governing Body, the Head Teacher and Arthur Terry Learning Partnership have worked together to ensure that the school premises meet the requirements of the Health and Safety at Work Acts as well as other health and safety legislation codes of practice that are relevant to the school. These include the Management of Health and Safety at Work Regulations and any relevant policies adopted by the European Commission.

The school Leadership Team, Senior Office Manager and BSS monitor the implementation of the school Health and Safety Policy, to assess whether it is being pursued effectively and safety standards are satisfactory. Risk assessments and reports are undertaken appropriately.

WAGTAILS AND WOODPECKERS

We have two very popular before and after school clubs. Wagtails provides before and after school provision for our Reception and Key Stage One children and Woodpeckers provides before and after school provision for our Key Stage Two children. The morning sessions run from 7.30am to 8.45am and the afternoon sessions run from 3.20pm in Key Stage One and 3.30pm in Key Stage Two to 6.00pm. If you would like more details about our before and after school provision please enquire at the school office.

PTFA

We have an active and busy Parents Teachers and Friends' Association, which meets half-termly. All parents are welcome to join the PTFA committee to help organise events such as discos and the annual Christmas and Summer Fayres. The PTFA Chairperson can be contacted via the school office. We enjoy a high level of support from parents in a number of ways. Money raised by parents for the school is spent for the benefit of the children. The committee will always welcome new ideas and new members.

THE SCHOOL DAY

EYFS / KEY STAGE ONE

Doors Open	8.45 am (staff on duty on playground at 8.45 am)
Sessions 1 & 2	8.55 am - 10.50 am
Playtime	10.50 pm – 11.05 am
Session 3	11.05 pm – 12.00 pm
Lunchtime	12.00 pm – 1.00 pm (staff on duty at 12.55 pm)
Assembly	1.05 pm – 1.20 pm
Session 4 & 5	1.15 pm – 3.20pm (with a break during the afternoon)
End of Day	3.20 pm

KEY STAGE TWO

Doors Open	8.45 am (staff on duty on playground at 8.45 am)
Sessions 1 & 2	8.55 am - 11.00 am
Playtime	11.00 am – 11.15 am
Assembly	11.15 am – 11.30 am
Session 3	11.30 am – 12.30pm
Lunchtime	12.30 pm – 1.30 pm (staff on duty at 1.25 pm)
Sessions 4 & 5	1.30 pm – 3.30 pm
End of Day	3.30 pm

TERM DATES 2020-2021

AUTUMN TERM 2020

Monday 1 st September 2020	to	Friday 23 rd October 2020
Monday 2 nd November 2020	to	Friday 18 th December 2020

SPRING TERM 2021

Monday 4 th January 2021	to	Friday 12 th February 2021
Monday 22 nd February 2021	to	Friday 1 st April 2021

SUMMER TERM 2021

Monday 19 th April 2021	to	Friday 28 th May 2021
Monday 7 th June 2021	to	Wednesday 21 st July 2021

Training Days

Tuesday 1st September 2020
Friday 23rd October 2020
Monday 30th November 2020
Monday 4th January 2021
Friday 12th February 2021
Monday 15th March 2021
Friday 30th April 2021
Monday 5th July 2021

Extra Holidays

Monday 3rd May 2021 (Bank Holiday)

TERM DATES 2021-2022

AUTUMN TERM 2021

Thursday 2 nd September 2021	to	Friday 22 nd October 2021
Monday 1 st November 2021	to	Friday 17 th December 2021

SPRING TERM 2022

Tuesday 4 th January 2022	to	Friday 19 th February 2022
Monday 26 th February 2022	to	Friday 8 th April 2022

SUMMER TERM 2022

Monday 25 th April 2022	to	Friday 27 th May 2022
Monday 6 th June 2022	to	Wednesday 22 nd July 2022

Training Days

Training days will be allocated by the Governing Body
and notified to parents as soon as possible

Extra Holidays

Monday 2nd May 2022 (Bank Holiday)

STAFF LIST

Head Teacher	Dr Beth Clarke	
Deputy Head Teacher	Mrs Hannah Cook	
Assistant Head Teachers	Mrs Emily Johnston Mrs Rebecca George Dr Rhian Warrack Mrs Jaimey Thomas	
Teaching Staff	Miss Emily Arkinstall Ms Kelly Bailey Miss Sophie Beardmore Mrs Linsie Burton Miss Chloe Davies Mrs Alison Downes Mr Christopher Ellison Mr Steven George Mrs Chloe Grant Mrs Gurpreet Kaur	Mrs Kerry-Lynn Lampitt Mrs Charlotte Massey Mrs Lisa Pardo Miss Sophie Roberts Mrs Sarah Terry Miss Devon Ward Mrs Clare Whelan Mr Ryan Horne Mr Joel Holmes Ms Kerry Lynch
Support Staff	Mrs Avril Anderson Mrs Julie Durkin Mrs Clare Hart Mrs Shazia Mahmood Mr Connor Minto Mrs Wendy Pick Mrs Shafiya Begum	Mrs Joanne Port Mr Ian Scrivens Mrs Jenny Swain Mrs Julie Thomas Mrs Victoria Dhanak Mrs Claire Ellgood
Administrative Team	Mrs Katie Astbury Ms Myra Clinton	Mrs Katie Jones Mrs Francesca Yates
Building Services Supervisors	Mr Tony Botterill Mr Steven Carroll	
Lunchtime Supervisors	Mrs Tasleem Akhtar	Mrs Karen Smith
Woodpeckers	Mrs Shazia Mahmood Mrs Tasleem Akhtar Mr Connor Minto	
Wagtails	Miss Claire Jones Miss Jasbinder Jandu Miss Rajwinder Kaur Miss Abbie Hurrell	

LOCAL GOVERNING BODY

Chair	Mr Andrew Staples
Parent Governors	Mr Matthew Walker Mrs Harjinder Millington
Community Governors	Mrs Gillian Jones Mrs Anna Howe
Staff Governors	Dr Beth Clarke Mrs Hannah Cook

What does the Local Governing Body Do?

The Local Governing Body is there to support the school in all aspects of its strategic work – whether it be approving our creative approach to the curriculum or appointing new staff to the school. The Local Governing Body reports to Trust Board of the Academy Alliance, which has representation from all the Learning Partnership schools.

The Governors meet half termly for the local governing body meetings, when they have a report from the Head Teacher on events and developments in the school, as well as discussing any other important issues regarding any aspect of the school. The Trust Board meets once every term.

The role of a school governor is voluntary, their hard work and commitment is appreciated by the staff and children. Parents are welcome to contact any of the above Governors via the school's main office.

CONTACT DETAILS

For more information please visit our school website (www.hillwest.bham.sch.uk), or feel free to contact one of our Office Managers, **Ms Myra Clinton** or **Mrs Francesca Yates**.

Address

Hill West Primary School
Clarence Road
Four Oaks
Sutton Coldfield
B74 4LD

Tel. 0121 308 5392

Fax. 0121 308 5061

Email: enquiry@hillwest.bham.sch.uk

Head Teacher: Dr Beth Clarke - enquiry@hillwest.bham.sch.uk

SENCo: Mrs Hannah Cook - enquiry@hillwest.bham.sch.uk

Chair of Governors: Mr Andrew Staples - a.staples@hillwest.bham.sch.uk

