



HILL WEST
Primary

FOUR OAKS

PROSPECTUS 2022-2023

ACE; AMBITIOUS, CURIOUS, EVER-RESPECTFUL



PROSPECTUS CONTENTS

| PAGE | |
|-------------|---|
| 3 | Welcoming Letter |
| 4 | Supporting Statement from Chair of Governors |
| 5 | School Vision |
| 6 | School Aims |
| 7 | Ofsted Inspection |
| 8-10 | Statutory National Curriculum Assessments |
| 11 | The Arthur Terry Learning Partnership |
| 12 | Our School |
| 13 | Our Curriculum |
| 14 | Early Years |
| 15 | Core Values |
| 16 | Extra-curricular Provision and Educational Visits |
| 17 | Religious Education and Collective Worship |
| 17 | Accessibility Plan |
| 18 | Special Educational Needs |
| 19 | Pastoral Care and Child Protection |
| 20 | Parental Partnerships |
| 20 | Concerns and Complaints |
| 21 | Admission Arrangements |
| 21 | Attendance and Punctuality |
| 22 | Promoting Good Behaviour |
| 23 | Medicines and Welfare |
| 23 | School Meals |
| 24 | School Uniform |
| 25 | Visitors to School and School Car Park and Driveway |
| 26 | Parking |
| 26 | School Environment |
| 26 | Wagtails and Woodpeckers |
| 26 | PTFA |
| 27-28 | The School Day |
| 29-30 | Term Dates |
| 32 | Staff List |
| 33 | Local Governing Body |
| 34 | Contact Details |

A WELCOME FROM OUR HEADTEACHER, DR BETH CLARKE

Dear Parents,

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. I love working at Hill West and serving our amazing community. I am passionate about providing the very best education for all of our pupil's regardless of any barriers they may face. I want to, working alongside the incredible staff team, build on our successes and ensure every child loves coming to school because it is a place in which they feel safe, happy and excited to learn. A school they can proudly call their own.

This year we have three over-arching strategic priorities which are;

- **Developing Great Teachers and Leaders;** all staff will benefit from high quality professional learning at all stages of their career so teaching continuously improves and remains reflective, evidence informed and impactful.
- **Developing Great Learners;** all children will benefit from excellent teaching, developing their love for learning and passion for individual subject disciplines. They achieve academic success and go on to become life-long learners.
- **Enhancing Community;** the community will benefit from our school's promotion of positive relationships and a culture of high expectations.

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.

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

Dr Beth Clarke
Head Teacher

SUPPORTING STATEMENT FROM OUR ATLP SUPPORT AND CHALLENGE ADVOCATE

Dear Prospective Parent or Carer,

Thank you for your interest in Hill West Primary School. As an Advocate for the school I am delighted to share with you this year's prospectus. We are immensely proud of our school and the outcome of our last inspection which saw Hill West retain their good school status. I hope that after reading our prospectus you will have some appreciation of what makes Hill West so special and how much it has to offer pupils, not just academically but also socially and emotionally.

Our aim is to develop each child's full potential and to celebrate all aspects of their achievement and contribution. We believe in preparing children for life as thoughtful, responsible and confident members of their community through our ACE values; **Ambitious, Curious and Ever-respectful**. We are very proud of our nurturing ethos which underpins everything we do here at Hill West.

My role is a strategic one, however from our regular meetings, I can assure you that the high quality of education the children receive is due to the meticulous planning and hard work of the dedicated staff team and the support of the wider community. The children's school life is enriched through a wide range of clubs and extra-curricular activities provided by the staff and outside organisations, as well as educational visits. These include a residential visit for each of the year groups in Key Stage 2 – all eagerly anticipated by the children.

Community links are very important to the success of the school and your support and involvement are encouraged and appreciated. There is a strong Parents' Association (PTFA) which puts on various events throughout the school year to raise money and allow parents and children to get together and enjoy themselves. Money raised by the PTFA goes towards further educational enhancements such as providing new playground equipment, buying additional computer hardware, paying for new books for the library or improving the facilities in the school's extensive grounds (11 acres). This year the PTFA are fund raising to purchase a new school mini-bus.

Our school is a Rights Respecting School; Gold accredited. This means that children's rights are at the heart of all that we do. To find out more, please follow the link below.

<https://www.unicef.org/media/60981/file/convention-rights-child-text-child-friendly-version.pdf>

I hope, if you visit our school, you will see that as duty bearers all adults uphold these rights in all that they do. I am proud to be an Advocate at Hill West Primary School. To be the Support and Challenge Advocate is an honour and privilege.

Anna Howe
ATLP Support and Challenge Advocate

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



We are a **GOOD** school. Our most recent Ofsted Inspection was in **March 2022** and we were extremely pleased with the findings which recognised the real and many strengths of our school.

Particularly pleasing were the findings that:

- **There is a determination from leaders that all pupils will succeed.**
- **Teachers** check what pupils know and can do. They use this information to **plan learning that enables pupils to progress and succeed.**
- **Pupils feel safe** in school
- Pupils know what it means to live in modern Britain. They **talk knowledgeably** about being different, unique and **living side by side respectfully**
- Pupils know they have a range of opportunities open to them and see **university as something to aspire to.**
- **Residential visits to Wales and France**, live on in pupils' memories for years to come.
- Our **new curriculum plans** have brought about positive change to pupils' learning.
- **Pupils with SEND** receive a range of help. This **support meets the learning and personal needs** of most pupils
- We encourage **reading for pleasure** with older children reminiscing about books they have read
- The **highly effective practices in early years** are underpinned by the emphasis on communication and vocabulary.
- The effectiveness of **personal development** and the encouragement pupils get to be healthy in body and mind.
- **Pupils are given encouragement to behave well**, with high expectations being set by leaders
- Leaders **know our families** well.

"Reading is a strength of the school... every pupil is getting better at reading. Older pupils reminisce with fondness on the range of texts they have read over time. They spoke with passion about which was their favourite and why. Pupils achieve well in reading".

Our post Ofsted targets for improvement were:

- To ensure **EVERY curriculum area** is sufficiently well planned and sequenced to support teachers' delivery
- Ensure the **high expectations Leaders have for pupils' behavior** are understood by all, and **consistently applied**
- Ensuring **individual plans for pupils with SEND** help staff to get the **balance right** between meeting their **social and emotion needs, and their academic development.**

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 fifteen primary schools, five secondary schools and one national teaching school hub. The ATLP has been pioneering school improvement since 2009. Our growing learning family comprises of over 6,000 students and more than 1000 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. **We have been selected, as one of only 50 schools nationally, to benefit from the DfE's transformative school rebuilding programme.** This means we are looking forward to the creation of new modern, energy efficient school building on our school site to replace those currently present. The feasibility studies are all now complete and we look forward to appointing a contractor through a tendering process later this year and gaining the necessary planning permissions.



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.



EARLY YEARS

In Reception our children follow the Early Years Foundation Stage Curriculum, which provides a broad and balanced range of experiences in order for them to develop socially, emotionally, intellectually and physically. The early years' experience at Hill West Primary School will build on what the children already know, can do and enjoy.

All children in the Early Years at Hill West are challenged in a supportive, creative 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. Children feel happy and safe in Reception, they and build trusted relationships with staff

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



Prime Areas of Learning

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Specific Areas of Learning

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design



In the Early Years we carefully monitor the progress of our pupils against the DfE 'Development Matters' guidance. On-going formative assessment is at the heart of our effective Early Years practice, observing children as they interact in play and activities. These regular assessments ensure that children are supported and challenged as necessary, ensuring that all children succeed and develop a love of learning.

During the summer term, we assess if each child has achieved the Expected standard in order to achieve GLD (Good Level of Development).



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. A core value is a central belief clearly understood and shared by every member of the school community. We believe in the value of being:

| | | |
|------------------|----------------|------------------------|
| Ambitious | Curious | Ever-Respectful |
|------------------|----------------|------------------------|

Our school values and strong ethos underpin all that we do. Our school values help our pupils understand what is expected in our school. These values have been developed to support families' and communities' efforts to establish underpinning values in pupils. We see our role as important in helping children see that values are not only an important part of the educational process but also to their overall development as an individual. At Hill West values are caught by children as much as they are taught—with teaching staff acting as role models in upholding the values in their everyday interactions with our pupils. Simply put, if we expect our children to be ambitious, curious and every-respectful we must embody these values ourselves.



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
- Choir
- Relax Kids
- Coding



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:

- 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 visit in Year 5
- France Residential visit in Year 6
- Pantomime visit for Years 1 – 6 annually



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.

One of the most wonderful things to happen post pandemic was the reintroduction of our school assemblies. The benefits of coming together collectively cannot be underestimated and these opportunities were sorely missed during the restrictions that came as a result of COVID-19. We have come to realise that our school assemblies are one of the most important aspects of our school’s curriculum. Its potential to nurture a positive school ethos that stresses care for self, others and the pursuit of ambitious, curious and every-respectful behaviours is immeasurable. It powerfully nurtures the development of intrapersonal intelligence.

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.

EQUALITY AND DIVERSITY

The Arthur Terry Learning Partnership outlines its approach to Equality and Diversity through its policy that can be found through our school website.

This policy complies with the requirements of the Equality Act 2010. Under the general public sector equality duty of the Equality Act 2010, the Trust must have due regard to the need to:

1.5.1 eliminate discrimination, harassment and victimisation;

1.5.2 advance equality of opportunity between people who share a protected characteristic and those who do not; and

1.5.3 foster good relations between people who share a protected characteristic and those who do not.

The duty covers the protected characteristics of race, disability, sex, age, sexual orientation, religion or belief, pregnancy and maternity and gender reassignment. The first part of the duty - the duty to eliminate discrimination, harassment and victimisation - also applies to the protected

characteristic of marriage and civil partnership. As part of the Trust's duty it publishes on its website, information relating to any persons who share a relevant protected characteristic who are affected by its policies and practices. The Trust will also publish gender pay gap reporting in line with the regulations.

At Hill West we ensure that we produce a three year action plan in consultation with all stakeholders including disabled users called our Accessibility Plan. 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.

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 quality first teaching and personalization, 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.

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**
- ✓ **Primary Sex and Relationship Education Policy**
- ✓ **Teaching, Learning and Assessment Policy**
- ✓ **Specific information about the learning which takes place in each year group**
- ✓ **Curriculum Overviews**
- ✓ **Behaviour Rationale**

PARENT 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 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, or alternatively email your child's class teacher to raise your concern.
2. Make an appointment via email to speak informally to the Assistant Head Teacher / Phase Leader.
3. Make an appointment via email to speak informally to the Deputy Head Teacher or Head Teacher.
4. Ask for a copy of the school's complaints procedure.
5. Submit a formal complaint in writing.

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, **if they have been absent for three days or more**, you should email the school office enquiry@hillwest.bham.sch.uk 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 8.45 am for children in KS2 and 8.55am for children in KS1. Reception children start school at 9.00am. 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:

- Early identification of developmental needs
- Targeted social and emotional developmental intervention strategies
- Embodying the principles of PACE (playfulness, acceptance, curiosity and empathy)
- Clearly articulated, appropriate and proportionate interventions. 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 £2.32 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 the My Child at School app, 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 certain benefits – further details can be found on GOV.UK website. We would 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. All packed lunches should include healthy items.

Milk

We provide children in Reception with a drink of milk at break time each day.

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.

REQUIRED

- **Grey** skirt or grey pinafore or grey trousers or grey shorts (black cycling shorts can be worn underneath skirts if preferred)
- **Bottle green** polo shirt **available from Mapac** and other providers

- **Grey** jumper or grey cardigan **available from Mapac with school logo** and other providers without
- **White or grey** socks or tights
- **Plain black** school shoes (no boots)
- School book bag (advisable for EYFS and KS1), **available from Mapac with school logo** and other providers without

Optional

- Green gingham summer dress

P.E. EXPECTATIONS (children can wear their P.E. kits to school rather than their usual uniform on P.E. assigned days)

- **Bottle green** polo shirt **available from Mapac** and other providers
- **Grey** hoodie **available from Mapac with school logo** and other providers without
- **Plain black** tracksuit bottoms or leggings or shorts
- **Plain black** pumps
- **Plain black** or **plain white** trainers
- **White** or **grey** socks
- P.E. Kit bag, **available from Mapac with school logo** and other providers without

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 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 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 Fun Run 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

Reception

| | |
|----------------------------|--------------------|
| 8:55am | Doors Open |
| 9:05-10:50am | Session 1, 2 and 3 |
| 11:50-12:50pm | Lunchtime |
| 12:50-3:10pm | Session 4 and 5 |
| 3:15pm | End of day |
| 31 hours 40 minutes | |

Key Stage 1: Years 1 and 2

| | |
|----------------------------|-----------------|
| 8:45am | Doors Open |
| 8:50-10:45am | Session 1 and 2 |
| 10:45-11:00am | Playtime |
| 11:00-12:00pm | Session 3 |
| 12:00-1:00pm | Lunchtime |
| 1:05-1:20pm | Assembly |
| 1:20-3:15pm | Session 4 and 5 |
| 3:15pm | End of day |
| 32 hours 55 minutes | |

Key Stage 2: Years 3, 4, 5 and 6

| | |
|----------------------------|-----------------|
| 8:45am | Doors Open |
| 8:50-11:00am | Session 1 and 2 |
| 11:00-11.15am | Playtime |
| 11:15-11:30pm | Assembly |
| 11:30-12:30pm | Session 3 |
| 12.30-1.30pm | Lunch |
| 1:30-3:20pm | Session 4 and 5 |
| 3:20pm | End of day |
| 32 hours 55 minutes | |

TERM DATES 2022-2023

AUTUMN TERM 2022

Monday 5th September 2022 to Friday 21st October 2022
Monday 31st October 2022 to Friday 16th December 2022

SPRING TERM 2023

Tuesday 3rd January 2023 to Friday 17th February 2023
Monday 27th February 2023 to Friday 31st March 2023

SUMMER TERM 2023

Monday 17th April 2023 to Friday 26th May 2023
Monday 5th June 2023 to Friday 21st July 2023

Training Days

Monday 5th September 2022
Tuesday 6th September 2022
Friday 21st October 2022
Friday 25th November 2022
Tuesday 3rd January 2023
Monday 27th February 2023
Friday 31st March 2023

Extra Holidays

Monday 1st May 2023 (Bank Holiday)
Monday 8th May 2023 (Bank Holiday)

TERM DATES 2023-2024

AUTUMN TERM 2023

Monday 4th September 2023 to Friday 27th October 2023
Monday 6th November 2023 to Friday 22nd December 2023

SPRING TERM 2024

Monday 8th January 2024 to Friday 9th February 2024
Monday 19th February 2024 to Friday 22nd March 2024

SUMMER TERM 2024

Monday 8th April 2024 to Friday 24th May 2024
Monday 3rd June 2024 to Monday 22nd July 2024

Training Days

Yet to be agreed by the Arthur Terry Learning Partnership Multi-Academy Trust

Extra Holidays

Monday 6th May 2024 (Bank Holiday)

STAFF LIST

| | | |
|--------------------------------------|--|--|
| Head Teacher | Dr Beth Clarke | |
| Deputy Head Teacher | Dr Rhian Warrack | |
| Assistant Head Teachers | Mrs Rebecca George; SENDCo Mrs Jaimey Thomas; Reading Lead Mr Joel Holmes; Maths Lead | |
| Teaching Staff | Miss Sophie Beardmore Mrs Lisa Pardo Miss Sophie Roberts Miss Emily Arkinstall Mrs Linsie Burton Miss Devon Ward Mrs Charlotte Massey Ms Kerry Lynch Mrs Gurpreet Kaur | Ms Kelly Bailey Mrs Farzana Walele Ms Clare Whelan Mrs Chloe Grant Mrs Sarah Mooney Mr Adam Henrick Mrs Alison Downes Mr Ryan Horne Mr Christopher Ellison Mrs Kerry-Lynn Lampitt |
| Support Staff | Mrs Wendy Pick Mrs Jenny Swain Mrs Shafiya Begum Mrs Victoria Dhanak Ms Rosie Anderson Mrs Joanne Port Mrs Clare Hart Mrs Julie Durkin Mrs Julie Thomas | Mrs Avril Anderson Mrs Angela Chan Mrs Julie Thomas Mrs Julie Durkin Mrs Mandeep Garewall Mrs Shazia Mahmood Mr David Parkin Mrs Sharan Kaur |
| Administrative Team | Ms Myra Clinton Mrs Francesca Yates | Mrs Katie Jones |
| Building Services Supervisors | Mr Tony Botterill | |
| Lunchtime Supervisors | Mrs Tasleem Akhtar Mrs Fozia Khan | Mrs Katie Jones Miss Chelsea Hudson |
| Woodpeckers | Mrs Shazia Mahmood Mrs Tasleem Akhtar Mrs Shafiya Begum | |

Governance Arrangements 2022-23; School Advocates

| | |
|---------------------------------------|-------------------|
| Support and Challenge Advocate | Mrs Anna Howe |
| Vulnerable Children Advocate | Mr Matthew Walker |
| Safeguarding Advocate | Mrs Gillian Jones |
| Community Advocate | Mrs Hannah Roman |

What do our School Advocates Do?

Following reviews in 2020 and 2021, the Arthur Terry Learning Partnership has implemented a new model for local school oversight. Defined academy representative roles known as Advocates (formerly known as governors) collaborate with school leaders and Trustees to enhance the strategic priorities of individual schools and the Trust as a whole.

The structure reflects the Trust and its school's single shared vision, a single Board of Trustees and a single scheme of delegation. The governance structure is designed to reflect the overall legal responsibility of the Trust Board, and the direct link between individual school representation to both individual schools and trustees.

Governor Advocates at Hill West are highly ambitious for the school, our children and the wider ATLP. Advocates are individuals who

- Are willing to commit time and energy – not just preparing for and attending meetings, but to inspire, challenge and support the leadership team and to engage with the local school community
- Are innovative thinkers able to stimulate and contribute to well-rounded and carefully considered strategic input.
- Have the highest aspirations for the ATLP schools and strive for excellence at all times.
- Are dedicated and committed and self-motivated; Have a commitment to promoting equality, diversity and inclusion.

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 Rebecca George - enquiry@hillwest.bham.sch.uk

Safeguarding Governor: Mrs Gill Jones - enquiry@hillwest.bham.sch.uk

