

THE HILL WEST HERALD



HILL WEST
Primary

FOUR OAKS

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

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Message from the Head Teacher; Behavior at Hill West

By Dr Beth Clarke

At Hill West, we are dedicated to fostering an environment where every child feels valued, understood, and supported. Our approach to pupil behaviour is rooted in the principles of kindness, compassion, and connection. We believe that nurturing positive relationships is fundamental to each child's personal and academic growth.

Our Relational Approach

Being relational means we focus on understanding the underlying emotions and needs that drive behaviour. We strive to create a safe space where pupils can express themselves and learn to navigate their feelings constructively. This approach does not eliminate consequences for inappropriate actions; instead, it ensures that any consequence is paired with guidance to help the child manage their emotions and make better choices in the future.

Zones of Regulation

To assist pupils in recognising and regulating their emotions, we implement the "Zones of Regulation" framework. This tool categorises emotions into four coloured zones, helping children identify their current state and employ strategies to move towards a more balanced emotional state. By teaching these self-regulation skills, we empower our pupils to handle challenges with resilience and confidence.

Introducing Class Charts

In our ongoing effort to enhance communication between school and home, we are excited to be introducing 'Class Charts,' a comprehensive classroom management software designed to promote positive behaviour and streamline parent engagement. This platform allows us to acknowledge and reward positive behaviours, as well as address negative behaviours promptly and consistently.

Through Class Charts, you will have real-time access to your child's behavioural updates via a user-friendly app. This transparency ensures that you are always informed about your child's progress and can celebrate their achievements or discuss areas for improvement as needed, so that by working together, we maintain the highest standards for behavior and conduct. We are currently personalising the platform for our school and would be interested in your views.

Our positive behaviours are currently listed as: Ambitious; curious; ever-respectful; pride; excellence; effort; kindness; inclusivity

Our negative behaviours include: Inattentive; discourteous; upsetting others; swearing; physical aggression (to pupils / staff); absconding; racist language; homophobic language; sexual harassment; bullying

If you feel there is a category we have missed, or you would like represented, then please do get in touch via email to enquiry@hillwest.bham.sch.uk and title your email Class Charts.

We are confident that integrating Class Charts into our school routine will strengthen the partnership between parents, pupils, and teachers, fostering a supportive community committed to each child's success.

Thank you for your continued support.



ATLP News; ATLP's partners enjoy a 'braw' Burns Night celebration

The sound of bagpipes and the smell of freshly-cooked haggis filled the Arthur Terry Learning Partnership's (ATLP) newest school when business leaders from across the West Midlands visited for an event organised by the trust's Partner Programme.

Dunstall Park Primary School, which opened in Tamworth in September last year, provided the ultra-modern setting for a traditional Burns Night meal, along with an opportunity for members of the ATLP Partner Programme to network in late January.

Partner Programme Manager Brian Davies introduced four new businesses – Ark Media, The Media Collective, Floral Jazz and Partners in Travel – taking the partnership to 17 in total. He said: "It's great to see new members here tonight and our aim is to grow the partnership to 30 businesses by September 1."

The Partner Programme enables its members to foster connections, share expertise and support the educational community. Through networking events, partnerships and fundraising activities, it offers informal opportunities for professional growth, community engagement and educational advancement.

The programme's first ever partner – Kate Curry of Cudos Creative – then talked about her company's work with ATLP, outlining how the Sutton Coldfield-based design studio had helped shape the trust's branding, messaging and in-house communications across its 24 schools.

Afterwards, Kate said: "It was a real pleasure to speak at the Partner Programme event for Burns Night and explain just some of the work we have done to help shape ATLP's branding and messaging over the last seven years.

"It was also great to be at Dunstall Park, which is their newest school, because we recently helped design its branding, from the school's logo to the colourful area where children eat every day.

"ATLP's schools are at the heart of their communities and the Partner Programme helps extend that engagement to bring in the business community.

"Its social events provide great opportunities to meet people from all kinds of businesses in an informal setting, allowing you to make valuable connections while supporting a trust which always puts its thousands of students first."

Upcoming events for the Partner Programme include:

May: ATLP Retro Olympics – fun team-building through retro games such as 'egg and spoon' races.

September: Golf Day at Aston Wood Golf Club.

November: Business Lunch, featuring keynote speaker, at Moor Hall Hotel.



Safer Internet Day 2025

By Ms. Kelly Bailey

At Hill West Primary School, we are committed to ensuring our children develop the knowledge and skills needed to navigate the online world safely and responsibly. Each year, we take part in Safer Internet Day, a global event dedicated to raising awareness of online safety. This year was no different, as every class engaged in a lesson exploring the key theme of Safer Internet Day 2025.

Our children took part in a variety of interactive activities designed to help them think critically about their online interactions, understand the importance of staying safe, and consider how they can be responsible digital citizens. Through discussions, role-playing scenarios, and problem-solving tasks, they explored real-world situations they might encounter online and learned strategies to make safe and positive choices.

This year's key theme focused on recognising and avoiding online scams. Children were taught to identify common signs of scams, such as messages that create a sense of urgency, requests for personal information, and offers that seem too good to be true. Through practical examples and discussions, they learned how to question suspicious messages, verify sources, and report anything that seemed unsafe.

Safer Internet Day is an essential reminder of the role we all play in keeping children safe online. While our lessons provide a strong foundation, we encourage parents and carers to continue these conversations at home. Talking to your child about their online experiences, setting clear boundaries, and staying informed about the platforms they use can all help support their digital wellbeing.

Thank you to all our children for their enthusiasm and engagement, and to our parents for your ongoing support in making the internet a safer place for everyone. If you would like further resources or advice on online safety, please visit the UK Safer Internet Centre website or speak to your child's class teacher.

What our children and staff had to say:

"I liked learning how to stay safe online and what to do if I see something that makes me feel uncomfortable." – Jamie

"The role-playing activities really helped our class understand how easily a scam can be presented to them." – Miss Beardmore

"Making the video was so much fun! We got to teach others how to look out for signs of a scam, I feel prepared now." – Jo

"I feel proud when talking to our children about Safer Internet Day and its key themes. Our children are becoming so wise and have clearly thought deeply about the issue." Ms Bailey

1

SEEMS TOO GOOD TO BE TRUE

Scammers often make false promises, like a last-minute chance to buy products, invest your money or receive free items. Take your time. If it seems too good to be true, it probably is.

2

CONTACTED OUT OF THE BLUE

Receive an unexpected call, email, text message or letter? Think: could this be fake? It's ok to challenge or refuse a request. Look up the organisation and get in touch directly.

3

ASKED FOR PERSONAL DETAILS

A phishing scam uses emails or text messages to lure you in. Phishing messages may look like they come from a big brand, bank or government office, but they are fake. No genuine organisation will ask for your personal information by email or text message.

4

MONEY IS REQUESTED

Scammers often ask for payment for a 'free gift', 'administration fee' or 'sign-up promotion'. If it sounds dodgy, it probably is.

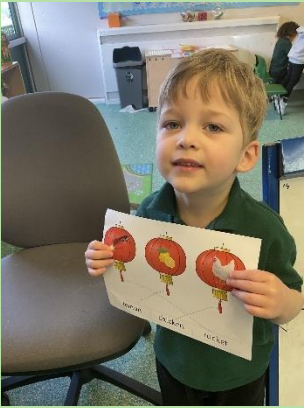


Reception - Lunar New Year

By Mrs. Lisa Pardo



In the vibrant spirit of cultural exploration, the children in Reception have been learning about the Lunar New Year, with a focus on the Year of the Snake. This educational journey has not only introduced them to the traditions of this significant celebration but also helped them explore the values and customs associated with the Chinese zodiac.



As part of the Lunar New Year celebrations, the Robins and Wrens presented wonderful class assemblies, this really helped to embed their new knowledge. The children learned about each animal's characteristics and their role in the Chinese zodiac, from the brave Rat to the wise Snake, and even the loyal Dog. Through storytelling, role-play, and drama, the children reenacted the race, embodying the different animals, which helped them better understand their symbolic meanings.

One of the highlights of the learning experience was the food tasting session. The children had the opportunity to sample traditional Chinese foods, such as noodles, prawn crackers and sauces. This gave them an authentic taste of the culture and helped them to appreciate the significance of food during Lunar New Year celebrations, where families gather to share meals.



The value of respect is central to the Lunar New Year, and this theme was emphasised throughout the activities. The children discussed how the zodiac animals represent different virtues such as kindness, intelligence, and strength, and how these values play a role in fostering respect and harmony within families and communities.

The colour red, which holds great significance in Chinese culture, was another area of focus. The children learned that red symbolises good luck and happiness. Children decorated red lanterns to be displayed. They also explored customs like giving red envelopes with money, a gesture that symbolises wishes for good fortune.

Incorporating fine motor skills, the children enjoyed a hands-on activity with noodles, a traditional Chinese food. They practiced using tweezers to move noodles from one bowl to another, then snipped them which helped strengthen their hand-eye coordination. To extend the creative learning, the children crafted animal masks of the twelve zodiac creatures. These masks were worn during role-play sessions to reenact the Great Race, allowing the children to immerse themselves in the story in a fun, imaginative way.



The children were also introduced to Chinese sounds and music, as they learned traditional songs and rhythms that are often heard during the celebrations. The sounds of Chinese instruments and the dragon dance music filled the classroom, adding another layer to their cultural experience.

Children were taught a range of new vocabulary which was explored in imaginative ways and they now know about endangered animals such as the Panda.

Lastly, the children explored the Chinese flag, learning about its symbols and colours. They discussed the meaning behind the flag's design and how it represents the unity and strength of the Chinese people.



By incorporating a wide range of activities—food tasting, role play, arts and crafts, music, and storytelling—the Lunar New Year curriculum has been an enriching experience for the children, teaching them not only about the cultural significance of the holiday, but also values of respect, unity, and creativity. It has truly been a celebration of learning, bringing the Year of the Snake to life in a memorable and meaningful way.

Year 1 – Phonics and Early Reading

By Miss Sophie Beardmore

We are so excited to share with you what has been happening in Year 1 this term! Every day, between 9:00 and 10:00 am, our children dive into the world of phonics and reading with the help of our programme, Little Wandle, and it has been a fantastic journey so far, continuing from Reception.

In our phonics lessons, your child is building strong foundations for reading, one sound at a time. Through Little Wandle, we focus on helping children recognise the sounds in words (also known as phonemes) and link them to letters (graphemes). These building blocks will support their journey towards becoming confident readers.

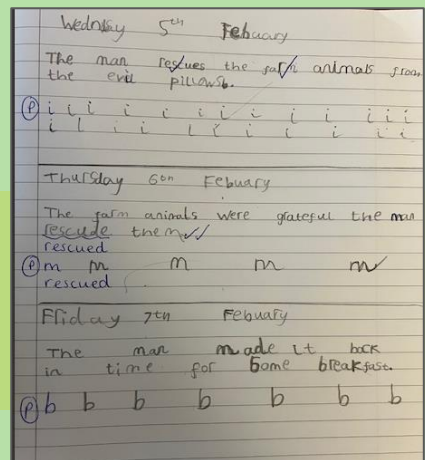
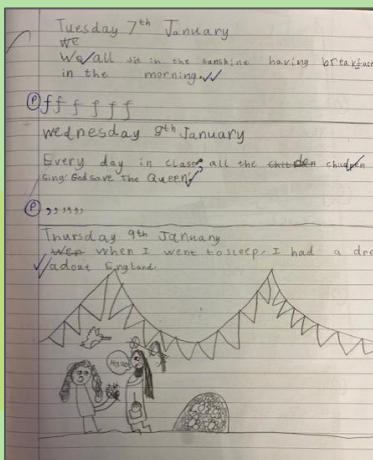
Did you know that if a child is read to daily by the age of five, their word count reaches nearly 300,000? In contrast, if a child is never read to, it is only roughly 4,622 words!

But we are not just stopping at sounds! We have also been having fun with dictated sentences, which allow the children to apply their phonics knowledge to real writing. The best part? The sentences are full of exciting and silly stories, making the writing process feel like a creative adventure!

What is a dictated sentence? A dictated sentence in Year 1 typically involves a teacher reading a sentence aloud for the children to write down. The goal is to help children practise spelling, punctuation, and listening skills, as they have to focus on hearing each word correctly and writing it as accurately as possible. For example, a teacher might say: "The man and scrubbing brush have been given some medals." The children would repeat the sentence back to the teacher to show they can read the sentence aloud and are also hearing all the sounds. The teacher then removes the visual sentence from the board and models how to write it on a whiteboard. Along with the children, the teacher will remind them of key sentence features, such as a capital letter at the beginning, before writing the sentence, focusing on spelling and grammar. The teacher models each word to construct the sentence, using tricky word spotting on our phonics display and sound talking. The teacher then rereads the sentence before erasing parts that the children should be able to spell themselves, leaving only the phonemes that will support them in writing. The children then move to their tables to write the dictated sentence independently, with the teacher breaking it down into manageable chunks to aid their writing.

Every day, we practise blending sounds together, stretching out words, and sounding out tricky bits. This helps children feel more confident in both reading and writing. We even encourage them to sound out their own sentences during free time – you might hear them proudly reading their work aloud at home! We love how engaged and eager our children are, and we are excited to watch them continue to grow as readers and writers. These early foundations are crucial, and we work hard to ensure that learning phonics is not only educational but fun too.

Thank you for supporting your child's learning at home! Keep encouraging them to read and write, and together, we will ensure that they have everything they need to thrive as they take their first steps into the world of books.



Year 2 - The Big Bird Watch

By Miss Kerry Lynch

On a crisp winter afternoon, the excited children from Kingfishers and Owls class set out on a special adventure as part of the RSPB Big Schools' Birdwatch 2025. Wrapped up warmly in their coats, scarves, and hats, they quietly walked across the school field, ready to spot and listen for as many birds as they could.

The Big Schools' Birdwatch is an important event that helps children learn about nature while also contributing to a national survey of bird numbers. By counting birds in their school grounds, children from across the country help the RSPB understand which bird species are thriving and which ones might need more support.

Before heading outside, the children gathered in their classroom to learn about the birds they might see. Their teachers showed them pictures of common garden birds and played recordings of their songs so they would know what to listen for. The children were especially excited about the possibility of seeing a robin, with its bright red chest, or a blackbird, known for its beautiful singing voice.

Once outside, the children walked carefully and quietly, making sure not to scare the birds away. They moved slowly across the field, their eyes scanning the trees, bushes, and grass for any signs of movement. Armed with clipboards and tally charts, they were ready to record every bird they saw.

As they made their way across the field, the first birds they spotted were a group of pigeons pecking at the ground. Some children pointed excitedly as a flock of black-headed gulls soared overhead, their white wings standing out against the grey sky.

A sudden rustling in the bushes made everyone stop and listen. After a few moments, a robin appeared, perching on a branch and displaying its bright red chest. The children watched in silence as the little bird hopped from twig to twig before flying away. Not far from the robin, they spotted a blackbird, its glossy black feathers shining in the afternoon light.

As they continued their walk, a group of magpies caught their attention, chattering noisily in the trees while watching the chickens.

Near the edge of the field, a small bird darted quickly across the grass. "Look! A wagtail!" one of the children called out, watching as the little bird bobbed its long tail up and down. In the hedgerow nearby, a few sparrows chirped happily, blending in with the brown branches.

After spending time carefully watching and listening, it was time to return to class. The children excitedly compared their notes, counting up how many birds they had seen.

The Kingfishers and Owls were proud to know that their birdwatching efforts would contribute to the RSPB's national survey, helping scientists understand how different bird species are faring across the country.

As the afternoon came to an end, the children agreed that it had been a wonderful experience. They had not only learned about different birds but had also discovered the joy of slowing down, watching, and listening to nature. Some even said they wanted to try birdwatching at home with their families.

The Big Schools' Birdwatch was a fantastic success, and the children were already looking forward to seeing even more birds next year!



Year 3 – My Happy Mind Open Morning

By Mrs. Jas Sagoo

This term, Year 3 welcomed all grown-ups to a special open morning about the My Happy Mind program. This innovative initiative supports children in developing a positive mindset, understanding their emotions, and fostering meaningful relationships with those around them.

The session began with an introduction to key brain areas explored in class: the Hippocampus, Amygdala, and Prefrontal Cortex. The children confidently explained their roles—like how the Hippocampus acts as a memory scrapbook, the Amygdala keeps us safe in danger, and the Prefrontal Cortex helps us solve problems and make decisions. It was heartening to see the children take pride in their knowledge, sharing these insights with their grown-ups.

This term, the focus is the topic of 'Relate'. The children are exploring ways to build strong relationships, celebrate differences, and tackle disagreements with empathy and understanding. The emphasis on practical skills for effective communication and conflict resolution has been particularly impactful, helping children navigate their interactions both in and out of the classroom.

One key concept introduced was the "Stop, Understand, and Consider" method, which helps children navigate challenging situations. This practical tool empowers them to pause, reflect on their feelings, and choose thoughtful responses.

The highlight of the morning was a carousel of mindful activities. Parents joined their children in tasks designed to strengthen relationships and encourage teamwork, using models and instructions provided as guides. Activities ranged from collaborative problem-solving tasks to creative exercises that required participants to draw on their character strengths. The atmosphere was filled with laughter and a sense of connection as families worked together, drawing on their creativity and enjoying the moment. It was a delight to see the children leading their parents through the activities with confidence and enthusiasm, showcasing their growing skills and knowledge.

The open morning was a resounding success, offering parents a glimpse into the enriching experiences their children enjoy through My Happy Mind. It was a wonderful opportunity to foster collaboration between school and home, reinforcing the vital skills of mindfulness, empathy, and resilience. Thank you to all the parents who joined us, and we look forward to continuing this journey together. Your involvement makes a significant difference, and we are excited to see how these shared experiences will positively impact our children's growth and happiness.



Year 4 - Unforgettable Adventure at Whitemoor Lakes

By Mrs. Farzana Walele

From Wednesday 29th January to Friday 31st January, Year 4 embarked on an exciting residential trip to Whitemoor Lakes in Lichfield. This three-day adventure was filled with thrilling activities, teamwork challenges, and unforgettable moments that will be treasured for years to come.

Upon arrival, the children were divided into four smaller groups, ensuring that everyone had the opportunity to take part in a variety of activities. These included the exhilarating zipwire, where the children soared through the air with confidence, and the daring leap of faith, which tested their bravery and determination. Traverse and abseiling provided excellent opportunities to develop agility and resilience, while buggy building encouraged teamwork and problem-solving. UV games and circus skills added a creative and entertaining touch, allowing children to try something new and exciting.

After an action-packed first day, the children enjoyed a delicious roast dinner on Wednesday evening, a hearty meal to refuel their energy before the evening's Extreme Games. Laughter and excitement filled the air as the children took part in lively challenges, strengthening friendships and fostering teamwork.

Thursday began with a traditional full English breakfast, setting the children up for another busy day. The morning's activities saw children pushing their limits on the zipwire and abseiling walls, embracing each challenge with enthusiasm. The afternoon brought further adventures, with groups tackling the leap of faith and engaging in circus skills. One of the most memorable moments of the trip was the campfire on Thursday evening, where the children gathered to sing songs, share stories, and enjoy the warmth of the flames, creating a wonderful sense of camaraderie.

On the final day at Whitemoor Lakes, Year 4 eagerly prepared for their last set of activities. Whether racing in team games or strategising in buggy building, every pupil made the most of their remaining time. As lunchtime approached, a classic meal of fish or chicken and chips was served, marking the perfect conclusion to an incredible experience.

The Year 4 trip to Whitemoor Lakes was a fantastic opportunity for the children to develop independence, build friendships, and take on new challenges. The children approached each activity with enthusiasm and courage, offering support and encouragement to one another along the way. Their resilience and positive attitudes were truly commendable.

A huge thank you goes to all the staff who helped make this trip possible, ensuring that the children had a safe and enjoyable experience. Their dedication and hard work were greatly appreciated. Additionally, a big well done to all the children for their fantastic attitudes, courage and willingness to embrace new experiences. This trip was undoubtedly one to remember, filled with joy, adventure, and personal growth!



Year 5 – Sir Isaac Newton Class assembly

By Mr. Joel Clarke

This half term, the children from both Badgers and Hares in Year 5 took part in a wonderful assembly performance all about the life of Sir Isaac Newton. This performance was the culmination of weeks of hard work and dedication, and the children truly shone in bringing Newton's story to life. From learning their lines to practising songs, they put in a tremendous effort, and it all came together brilliantly on the day.



The assembly began with a brief introduction, setting the stage for Newton's incredible life and achievements. The children introduced Sir Isaac Newton as one of the most influential scientists in history, known for his groundbreaking discoveries in physics, mathematics, and astronomy. Each child had a part to play in telling Newton's story, from his early years in England to his famous work with gravity and the laws of motion.

One of the most impressive aspects of the performance was how well the children had learned their lines. Many of them had to memorise detailed facts about Newton's life and work, and they delivered their parts with confidence and clarity. It was clear that they had put in a lot of effort, as each line was spoken with enthusiasm and accuracy. The children were able to convey the importance of Newton's discoveries in a way that was both educational and entertaining.

The songs were another highlight of the assembly. The children from both classes worked together to learn a catchy song about Newton's laws of motion. The song was upbeat and fun, and it helped to make complex scientific concepts more accessible to everyone in the audience. The children's voices were strong and in perfect harmony, and they clearly enjoyed singing together. The lively music added an extra dimension to the performance, making it engaging for both the children performing and the audience watching.

As the assembly progressed, the children seamlessly transitioned between different scenes, each one highlighting a significant moment in Newton's life. They portrayed his childhood in Woolsthorpe Manor, his time at Cambridge University, and his major scientific breakthroughs, including his famous experiment with a falling apple, which led to his theory of gravity. The children were able to demonstrate, through their acting and storytelling, the curiosity and determination that drove Newton to challenge the way people thought about the world around them.

One particularly memorable scene involved a group of children acting as the forces of nature, illustrating Newton's three laws of motion. Their creative use of props and movement helped to make these abstract scientific concepts more tangible and visual for the audience. The children showed great teamwork and creativity in bringing these ideas to life, making it an enjoyable and educational experience for everyone.

Overall, the assembly about Sir Isaac Newton was a wonderful success. The children did an excellent job of learning their lines, mastering the songs, and performing with energy and confidence. They not only learned about the life and achievements of one of history's greatest scientists but also gained valuable skills in collaboration, public speaking, and performance. It was a fantastic display of the children's hard work and talent, and both Mr. Clarke and Mr. Henrick were truly proud of what they had achieved.

DT Day – The Steady-Hand Game Project

By Mrs. Alison Downes

The Year 6 children recently took on an exciting challenge: designing and creating their own steady hand toy. This hands-on project allowed them to explore electrical circuits, apply their creativity, and develop their problem-solving skills. Throughout the process, the children worked with enthusiasm and focus, producing impressive results.

To begin, the class learned about the key components of a steady hand game. They examined how the circuit works, understanding the role of the wire loop, the conductive path, and the buzzer or light that signals when the loop touches the wire. This foundational knowledge was crucial in helping them create their own working circuits.

With this understanding, the children moved on to designing their games according to their own criteria. They took inspiration from a variety of sources, coming up with creative ideas ranging from well-known cartoon characters to famous footballers. Using four different perspective drawings, they carefully planned their designs, ensuring that each steady hand game was unique and engaging. The class enjoyed this part of the process immensely, as it allowed them to express their personalities and interests in their work.

Once their designs were finalised, the children set about constructing the base of their games. They took great care in creating a secure and stable foundation, making sure the edges were neatly finished. The base had to be sturdy enough to hold the circuit while complementing the overall theme of their design.

The next step was assembling the circuits. The children followed instructions closely, using wires, batteries, and buzzers to create a functioning system. They worked diligently to connect the components correctly, ensuring that their steady hand games would operate as intended. Testing their circuits was an exciting moment for everyone, as they could see their hard work paying off.

With the circuits complete, the children then integrated them into their cases. They carefully positioned the wires and ensured that everything fit securely within their designs. Some children added decorative elements to enhance the visual appeal of their games, making them even more engaging to use.

Finally, the children put their games to the test. They eagerly challenged each other to see who had the steadiest hand, taking turns to guide the loop along the wire without setting off the buzzer. The room was filled with concentration, excitement, and laughter as they enjoyed the fruits of their labour.

This project was a fantastic learning experience for Year 6. Not only did they develop their understanding of electrical circuits, but they also honed their design and problem-solving skills. Their creativity and determination shone through, resulting in some truly outstanding steady hand games. The children took great pride in their achievements, and their enthusiasm for the project was evident in the brilliant games they produced.



Sport at Hill West

By Miss Sophie Beardmore



It's been an action-packed start to the year for our school's sporting teams, and we can't wait to share all the incredible moments from the sporting events our children have participated in so far. From gymnastics to netball, and multi-skills challenges to inspiring workshops, our children have been making strides in more ways than one!

Gymnastics at GMAC – A Day to Remember

Our three Year 1 and three Year 2 gymnasts had the chance of a lifetime to visit the GMAC (Gymnastics and Martial Arts Centre) near Alexander Stadium, where they not only showed off their skills but also got to witness some awe-inspiring British Athletics in action! To top it off, they had the special privilege of meeting Olympic Champion Joe Fraser, who displayed some amazing training performances on the bar. Our children were certainly inspired, and you could see the twinkle in their eyes as they imagined one day following in his footsteps!



Netball Team's Determination Pays Off

Our netball team has truly shown what it means to dig deep! Many of our players started with little to no experience, but through dedication and hours of training, they have come together as a cohesive and determined unit. We're thrilled to share that their hard work paid off when they secured their very first win in a thrilling match against Maney Hill! Their resilience and teamwork have been nothing short of impressive, and we couldn't be prouder of their progress.



Multi-Skills Event for Year 3/4

Our six Year 3 and six Year 4 children participated in a fun and challenging Multi-Skills event, competing against other Sutton schools. From dribbling to balancing, and everything in between, they showcased their versatility and skills in a range of activities. The event was a fantastic opportunity for our children to challenge their abilities and experience the excitement of a friendly competition. It was a day filled with enthusiasm, teamwork, and a sense of accomplishment for all involved!

Year 4/5 Inspiring Day at the Utilita Arena

A huge highlight for our six Year 4 and six Year 5 children was their trip to the Utilita Arena in Birmingham for the 'Inspire and engage' workshop with Pathway to Podium. This action-packed day gave them the opportunity to try out a wide range of different sports and activities, from basketball to martial arts and everything in between. It was a fantastic chance for our children to explore new sports and discover hidden talents. The energy and excitement were infectious, and the experience left everyone feeling motivated to continue exploring the world of sports.



Looking Ahead - With all this action already behind us, we're excited to see what the rest of the year has in store! There are more competitions, workshops, and fun events on the horizon, and we know our children will continue to shine and grow as athletes. We are grateful for the support of all our parents and encourage you to keep cheering on our teams as they continue their sporting journeys!

Here's to more victories, more learning, and more fun ahead!