

# PROSPECTUS



## HOLLYFIELD PRIMARY SCHOOL

*... a place where everyone matters.*

  
**Ofsted**  
Good  
Provider

Contact Us

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# Welcome

As the Head Teacher at Hollyfield Primary School, I would like to extend you a very warm welcome and hope that you find the enclosed information helpful and informative.

Starting school or coming to a new school is a very exciting time in a child's life and at Hollyfield, we believe we can offer your child a caring, happy and inspiring environment in which to grow, learn and flourish.

We believe that partnership with our parents/carers is vital to the emotional and educational well-being of the children and we look forward to working together with you to ensure the best possible future for your child.

Our talented and dedicated staff provide an exciting and broad and balanced curriculum, which develops skills to support learning now, as well as skills for the future. We liaise closely with our secondary feeder schools to ensure the children have every opportunity to benefit from our partnerships and to aid the transition to Year 7.

Our school governors work directly with the school to ensure that the education your child receives is the best it can be. We also liaise with a range of support services and together, we will provide a secure foundation upon which to build your child's future success.

If you can't find the information you need in this prospectus, then do please contact the school office who will be delighted to help.

I look forward to working with you and your child.

Mr Andy Holmes



*"Pupils are happy, feel safe  
and enjoy coming to school."  
Ofsted*







# Vision and Values

All staff at Hollyfield value the whole child and, by working together as a team with the close support of our parents/carers, governors, Trust and the local community, we provide the very best education we can for all our children.

The voice of the child is paramount. Children regularly share their views and we encourage leadership opportunities for our children in a variety of ways that help them develop self-confidence and self-worth: eco council, school council, e-safety council, peer mediators, monitors and buddying to name but a few.

We aim to provide an excellent, all-round education where every child is supported to achieve, as well as ensuring we broaden their life experiences by equipping them with the necessary skills they will need to meet the challenges they face now and those they will meet later in life. We regularly review our curriculum to ensure it is fit for purpose and meets the needs of all our children.

We have 6 Core Values which underpin our belief that Hollyfield is a place where everyone matters. All involved with Hollyfield (pupils, parents, staff, governors and visitors) are expected to uphold these values in order to maintain the positive, nurturing environment we aim to create at Hollyfield.



kindness



courage



gratitude



resilience



honesty



respect





## Learning Trust for Excellence

The eleven schools in the Learning Trust for Excellence, including Hollyfield Primary, share a common set of values and principles and a common purpose – a commitment to further improving the learning of children across our family of schools. By developing an ethos of co-operation and local democracy the Trust is inclusive, community focused and centred on working together to raise levels of achievement and aspirations for children, young people and their families.

The co-operative values are:

Self-Help: Being willing to help oneself and not just rely on others to assist you.

Self-Responsibility: Being able to act or decide on your own and then handle the consequences.

Equity: When things are fair, reasonable and impartial. When justice is seen to be done.

Equality: When everyone gets an equal share, chance or opportunity.

Solidarity: Sticking together and working as a team. Supporting each other with strengths.

Democracy: A system where everyone gets a say, everyone's voice is heard and everyone's opinion counts.



*"Leaders are ambitious for all pupils at Hollyfield Primary School. They are committed to ensuring that every pupil achieves well."*  
Ofsted





# Accommodation and Facilities

The school is two-form entry admitting 60 children each year to accommodate the demand for places.

Our school building boasts:

- Two large Reception classrooms providing full-time education for 60 Reception children and a newly built outdoor learning space
- iPads and wireless laptop trolleys
- Two playgrounds and a large field
- Well-resourced library areas throughout the school
- Attractive classrooms, two halls, a separate dining area, the Hollyfield Sanctuary, Hub and Nest and several additional areas for focussed group work
- Privately run wrap-around care is delivered by Hollyfield Nursery, who share our site



*"Parents are positive about the quality of education their children receive." Ofsted*





# Pastoral Care

At Hollyfield Primary School, we are committed to supporting the emotional health and wellbeing of our pupils and staff. We know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play. We aim to build trusting and empathetic relationships with all our pupils and their families.

Our Inclusion Team is made up of dedicated professionals, who are available on a daily basis. This includes our Head Teacher, Deputy Head Teacher, Assistant Head Teacher, SENDCo and full-time Pastoral Manager. Together, our team works with pupils so they can lead fulfilling and balanced lives at school and beyond.

Our Pastoral Manager works closely with all of our colleagues in the inclusion team, to support children and families across our school community. Between us, we can offer a range of support for pupils and parents including advice on managing children's behaviour, support with attendance, mental health advice and signposting, emotional regulation and bereavement support.

All of the staff in the inclusion team are DSLs (designated safeguarding leads) and can offer guidance and support on safeguarding matters.

At our school we...

- help children to understand their emotions and feelings
- help children to feel comfortable to share any concerns/worries
- help children socially to form and maintain relationships
- help children to develop emotional resilience and to manage setbacks
- promote self-esteem and encourage children to be confident



*"Pupils know how to raise concerns with trusted adults."*  
Ofsted





# Inclusion

At Hollyfield Primary School, we aim to meet the needs of all of our children including those who may have special educational needs or a disability (SEND).

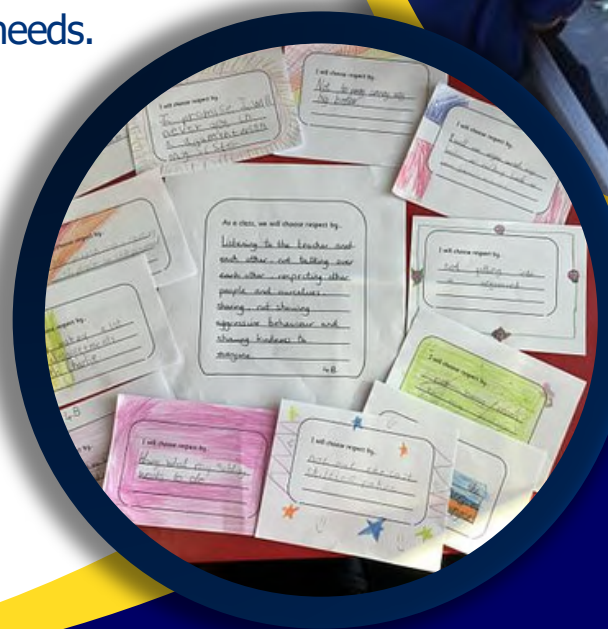
This might include:

- Communication and Interaction e.g. Autistic Spectrum Disorder (ASD), Asperger's Syndrome, speech and language difficulties.
- Cognition and Learning e.g. dyslexia, dyspraxia, general learning difficulties.
- Social, Emotional and Mental Health Difficulties E.g. Attention Deficit Hyperactivity Disorder (ADHD), attachment disorder.
- Sensory and/or Physical Needs e.g. Visual Impairments (VI), Hearing Impairments (HI), processing difficulties, epilepsy, physical disability.

At Hollyfield we use a graduated approach. Any children who fall significantly outside the expected academic achievement are closely monitored by staff and extra support is put in place. When a child is identified as having SEND, the child will be added to the SEND register, where they will receive extra provision. Throughout this process, the school works collaboratively with parents. Termly review meetings are also held for those pupils, which parents are invited to attend. High quality teaching is our first step in responding to children who have SEND and the SENDCo, will be consulted as needed for support and advice. She works closely with children, all staff, parents and outside agencies.

The full policy takes into account of the revised Code of Practice for children with Special Educational Needs.

Please contact the school if you wish to discuss specific access needs.



*"Pupils with SEND access the same curriculum as other pupils. Staff support them effectively and they achieve well." Ofsted*





# Curriculum

The curriculum at Hollyfield is designed to meet the requirements of the National Curriculum, Birmingham Local Authority Curriculum Statement and the specific pastoral and academic needs of our children.

The children in Reception follow the Development Matters, which is designed with specific areas of learning for this age group.

## The National Curriculum

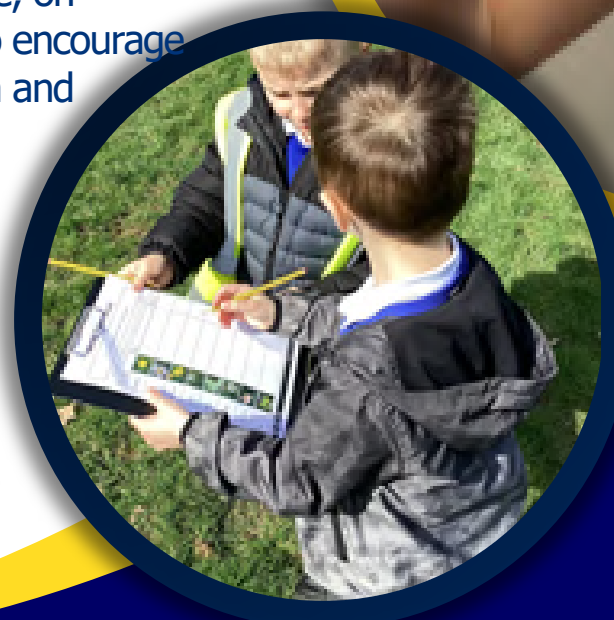
The National Curriculum consists of English, Mathematics, Science, History, Geography, Computing, Art, Music, Design and Technology (DT), Physical Education (PE) and Modern Foreign Languages (MFL) and we follow the Birmingham Agreed Syllabus for Religious Education (RE). Children also study Personal, Social, Health and Economic Education (PSHE) ensuring the development of global citizens of the future.

## The Curriculum at Hollyfield

Our Curriculum is delivered through a mainly topic-based approach in the early years. In Key Stage 1 and 2, the curriculum is taught through a combination of cross-curricular themes and subject specific approaches. Our work is carefully structured so that each year the children's knowledge and skills are reinforced and extended.

## Class Organisation

Children are taught in age-grouped classes from Reception to Year 6. At Hollyfield, we are fortunate to be able to offer two classes per year group. Our ethos is that we should use the benefits of this to offer our children the chance to mix with as many other students in their year as possible, in work and in play, giving them the best opportunities to forge new relationships, share ideas and discover new ways of working from each other. Therefore, on occasion we may mix classes at the end of a school year in order to encourage maximum interaction across each year group, between our children and parents, learning and growing as one big Hollyfield family.



*"Teachers expect all pupils to do their best, and pupils live up to these expectations."*  
Ofsted





# Phonics and Reading

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"Reading is prioritised by leaders. Phonics is taught well. As a result, all pupils achieve well in reading." Ofsted





# Extra Curricular

## Out of School Activities

There are many things to do at Hollyfield out of school hours. Hollyfield offers a rounded experience for all children and the school is involved in many creative and sporting activities throughout the year. Throughout the year, we often offer clubs including football, rounders, multi sports, golf, science, choir, gymnastics, karate, dance, gardening, recorders and an art club to name but a few. Some clubs run at lunch times and others after school. There are also opportunities for children to learn to play an instrument either through lessons provided by Birmingham Music Service or by Rocksteady. Our musicians often perform in assemblies and other special occasions.

## Residential Visits

We consider residential visits an important aspect of our school life and we aim to provide these opportunities for the children. Year 6 pupils enjoy a one week residential at a specialist site designed to enable school residentials. The children participate in a range of team building activities, as well as learning about the environment. We help children prepare for this, by having a sleepover at school in Year 5 as part of their science curriculum. During the evening, they take part in a number of wide-ranging space themed activities before sleeping in tents in the school hall.

## Community Links

Hollyfield is committed to developing links with local business, industry, commerce and partnerships within the local community to support and enhance the curriculum. Several community organisations use the school site and we welcome enquiries from local groups to hire the hall.



*The school offers "pupils a range of trips and visits to broaden their interests. Pupils enjoy attending a range of clubs." Ofsted*





# Safeguarding

## Safeguarding and School Security

The Governing Board has a responsibility to take such steps that are reasonable and necessary to ensure all pupils are properly safeguarded at all times and to provide a safe working environment for staff, pupils, parents and other visitors to this school. The Premises and Health and Safety Committee ensure that the school is a secure working environment by carrying out regular safety and security reviews.

Staff and Governors are committed to the safety and welfare of all pupils and ensure, through the robust implementation of all safeguarding policies, that all pupils are protected from any potential exposure to extremism and radicalisation. We also ensure that all our pupils, especially those with SEND will be fully supported academically and socially. We educate pupils to uphold British Values including mutual respect, democracy, tolerance and individual liberty so that a culture of celebrating diversity is created.

The Designated Safeguarding Lead (DSL) for Child Protection is Mr David Cole (Deputy Head Teacher). In his absence, the Head Teacher, Mr Andy Holmes will deputise for him. Mrs Nicholls (Assistant Head Teacher), Mrs Cooper-Jones (SENDCo) and Mrs Glass (Pastoral Manager) are also trained DSLs.



*"Leaders prioritise pupils' welfare."  
Ofsted*





# Behaviour

**We have three key school rules: Be Ready, Be Respectful, Be Safe.**

Hollyfield is a happy school because of the emphasis on kindness and mutual respect. We are concerned not only for the educational progress but also for the personal and social development of your child. The school aims to combine high expectations with a sympathetic approach. When problems arise, we involve parents at an early stage rather than leave it until later and we hope you will do the same with us.

Good discipline is seen as a partnership between pupils, parents and the school. If a child's behaviour in the classroom and/or playground is unacceptable, it will be noted. Whole-school systems emphasising praise, recognition and reward exist to promote and celebrate sustained effort and hard work. Our Behaviour Policy outlines the procedures which are in place when children need further strategies to help them, if needed. We endeavour to be fair at all times and deal promptly with each child sensitively on an individual basis with a consistent approach to rewards and consequences. Positive behaviour is rewarded in a wide variety of ways including class rewards, stickers, house points, individual certificates and awards in assemblies.

All forms of bullying and harassment are unacceptable and are not tolerated. All incidents will be taken very seriously and followed up in accordance with our Behaviour Policy and Anti-bullying Policy.

## **Positive Partnerships with Parents/ Carers**

Parents have a vital role in promoting and supporting good behaviour so effective home-school liaison is essential. It is important that teachers work alongside parents to manage behaviour and attitudes to learning.

We expect parents to support the actions of the school when consequences are given to give a consistent message to children. We encourage parental feedback and contributions through avenues such as our parent questionnaires.



*"Leaders ensure that pupils engage well when learning in classrooms. Pupils are kind and respectful of one another."*  
Ofsted





# Working with Parents

## Parental Involvement

There are numerous opportunities for parents and staff to meet, both formally and informally e.g. parent evenings, year group assemblies, workshops, story time sessions, coffee mornings and fund-raising events, etc. Together we can really help our children's academic and social development. Parental assistance and involvement are welcomed at all times. Reception parents are regularly invited into the classroom to support and learn alongside their child. We hope this partnership will continue throughout your child's time at Hollyfield School.

We encourage two-way dialogue between school and home and support this through Parents' Evenings, workshops, meetings, curriculum letters, newsletters, ClassDojo, email and assemblies. At the start of the day, a member of staff is always available on the entrances to the buildings and class teachers dismiss their classes at the end of the day.

## Homework

Homework supports the partnership between home and school. It informs and involves parents with work their child is doing and they are able to reinforce new knowledge and skills. It begins the process of developing study skills and helps to form initiative, perseverance and independence.

All children are expected to do homework and the activities and time allocations vary with the age of the pupils.

Most homework activities support the development of English and maths basic skills. Pupils will also complete one larger creative project each year relating to another area of the curriculum. Children take reading books home from school. There will also be a book to read for pleasure which can be shared with your child, gradually developing into the pupil reading both for practise and pleasure. Parents can assist tremendously in the development of reading and are asked to listen to or read to their children for a few minutes each day.



*"Leaders know their families and the local community well.."*  
Ofsted





# Pupil Voice

We value pupil voice at Hollyfield and ensure that it is an integral part of what we do. We ensure that we listen to pupils regarding their feelings, thoughts, perspectives and ideas. In the classroom, and outside of them staff frequently involve pupils in making choices and decisions.

Throughout their time at Hollyfield, pupils also have a number of opportunities to be part a group, such as School Council, Eco-council, Arts Ambassadors, Reading Champions, Science Ambassadors and Digital Leaders to name just a few. We want children at Hollyfield to know that they can make a difference and that their voice is listened to and matters.

Within these, and other, groups, children meet to discuss important matters. They feedback to their classes and listen to their class' ideas to take back to future meetings. The groups also take leading roles in key-events related to their area as well as generate ideas to improve life at Hollyfield and the wider community.

We also regularly collect the views of the children when carrying out monitoring, including as part of curriculum and subject monitoring. For example, throughout the year, some of the assemblies in class are to ascertain pupil voice on a range of topics. These are also shared with parents and carers.



*"Pupils enjoy fundraising for charities. Opportunities such as digital leaders, house captains and art ambassadors allow pupils to take on responsibilities. Pupils know that they have the right to make choices and express their views." Ofsted*



## Pupil Quotes

*"I like learning new things!"*

*"The teachers are nice and look after you."*

*"The teachers always listen to you and help you sort out any problems you have."*

*"You should come to Hollyfield. It is really good here!"*

*"World's best school!"*



## Parent Quotes

*"Hollyfield Primary provides a safe and happy space, making everyone feel comfortable and heard. Which helps to ensure great engagement for a fantastic learning environment. Thanks to their friendly, knowledgeable and very supporting staff."*

*"I'm so proud of my son's progress whilst at Hollyfield. Not only igniting in him such enthusiasm to read and write but also helping him to grow in confidence and take his first steps to finding his voice in school. Thank you!"*

*"Watching our son grow here has been wonderful – this school has become so much more than just a place of learning; it's a place where he is happy, supported and thriving."*

## Staff Quotes

*"There is something special about this school and the pupils who come here."*

*"I have worked here a long time and couldn't imagine working anywhere else."*

*"I think Hollyfield is a brilliant school, with brilliant pupils, staff and leadership."*

*"It is a fun place to work."*



# HOLLYFIELD PRIMARY SCHOOL



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