



# **HOLLYFIELD PRIMARY SCHOOL**

**Part of the Learning Trust for Excellence**

## **PROSPECTUS 2022/23**



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# WELCOME TO HOLLYFIELD

Welcome to Hollyfield Primary School!

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 broadly 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.

Yours sincerely



Mr Andy Holmes  
Headteacher



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.

### **The key aims of our Trust are to inspire excellence by:**

Continually striving to improve the quality of teaching and learning.

Furthering aspirations amongst all members of the learning community.

Harnessing resources efficiently in the interests of excellent outcomes for all.

Promoting and sustaining the well being of all concerned to enable enjoyable and effective learning.

### **School Mission Statement**

At Hollyfield Primary School, we provide a safe and happy learning environment for all, which empowers the children to develop independence, positive attitudes and an awareness of their community and world responsibilities.

We achieve this by providing an inspiring, challenging and stimulating curriculum which nurtures a passion for lifelong learning.

## **School Vision and Values**

Our school is a learning environment where every second counts. All staff at Hollyfield value the whole child and by working closely together as a team, with the close support of our parents/carers, governors, LTE and the local community, we can provide the very best education we can for all our children.

The voice of the child is paramount. Children are actively encouraged share their views and we offer a wide range of leadership opportunities for them to help them develop self-confidence and self-worth. Eco council, School and Equality Council, Digital Leaders, Reading Champions, House Captains and Vice Captains and peer mediators are just a few examples of how we ensure that pupil voice is heard at Hollyfield.

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 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.

## **Accommodation**

Our school building boasts:

- ❖ 2 large Reception classrooms providing full time education for 60 Reception children and an outdoor learning space which will be redeveloped in December 2022
- ❖ A fully refitted and updated digital learning suite and class sets of iPads
- ❖ 2 playgrounds and a large field
- ❖ 3 library areas
- ❖ Attractive classrooms, 2 halls, a separate dining area, inclusion and 'chill out' rooms and several additional areas for focussed small group work
- ❖ The school is a two-form entry admitting 60 children each year to accommodate the demand for places
- ❖ Hollyfield Pre-School Nursery offers private, on-site childcare provision before and after school and caters for the needs of both KS1 and KS2 children



# OUR SCHOOL DAY

## **School Sessions**

The school day begins at 8.55am for all year groups. Children should not arrive at school or be left in the playground unattended before 8.45am. From 8.45am onwards, staff unlock the doors and admit the children into the classroom in Reception, KS1 staff admit the children from the top of the KS1 playground and Y3 enter the school at the bottom of the KS1 playground. Doors open at 8.45am in KS2 and children in Y4, 5 and 6 enter from the KS2 playground.

Class teachers are in the classrooms before the first session and at the end of the day if you need to see them urgently. Where possible, try to see your child's teacher at the end of the day or contact them via our online platforms or the school office as staff are busy in the morning preparing for lessons.

The midday break is from:

12.00 to 1.10pm for Reception and Key Stage 1  
12.15 to 1.15pm for Key Stage 2

The school day ends at 3.15pm for Reception and Key Stage 1 and 3.20pm for Key Stage 2. Please ensure that you collect your child at that time as staff have various meetings etc after school. Please notify the school by phone or letter if you are unable to collect your child personally. **Your child will only be sent home with a person designated by you.**

## **Meals and Breaks**

There is a mid-morning break from 10.15am to 10.30am for Key Stage 1. Children will be provided with free fruit once a day as part of the National Fruit Scheme. There is therefore no need for them to bring in a snack from home.

Key Stage 2 have a break from 10.15am to 10.30am and may bring their own fruit or buy fruit /toast and drinks from the kitchen staff.

All children have access to water to drink during the school day; we only request that you provide a suitable drinking container for them to fill. Please ensure that this container is clearly marked with your child's name.

Children may purchase a school meal or bring a packed lunch from home. We request that suitable containers are provided and please note that glass bottles, cans or fizzy drinks are not allowed. School should be notified of the choice between school meals or sandwiches and also receive a written request to change the arrangements with a minimum of two weeks notice. Your child is credited with a school meal if absent. School meals must be paid in advance for the week or can be paid half termly or the full term.

If you need further information about lunches, such as free school meals or dietary information, please ask at the school office.

Many parents like to send in treats to celebrate their child's birthday. As we have many children in school with severe allergies, we ask that no homemade cakes are brought in to

school. Cakes purchased from shops are acceptable as staff can check the ingredients for suitability.

## **Attendance and Absence**

There are likely to be times when your child has to be kept away from school. In most cases this will be because of illness which may last from one day to possibly several days. Illness and medical appointments are some of the reasons counting as 'authorised' absences providing the school is notified.

It is in all our interests to ensure that no child is marked down as absent without either school or parental permission. Please help us by telephoning the office and letting us know the reason on the first morning of the absence and if it is likely to be prolonged. If you do not contact the school, we operate a text messaging service to ask for the reason your child is absent. If we receive no reason for an absence it will be entered as 'unauthorised'. If we do not hear from you on the second day of absence, then a letter will be sent to you asking you to contact school and a home visit may be necessary (see school's Attendance Policy for further details).

### **Leave of absence:**

A 2013 amendment to The Education (Pupil Registration) (England) Regulations 2006, means that the Headteacher may no longer authorise leave during term time. Any request for leave of absence from school must be made in writing to the Head teacher. Please refer to the Attendance policy for more details.

### **Children 'Missing in Education' (CME):**

If the school believes a child has left Hollyfield Primary but there is no record of them being taken on roll at another school, then the school would refer to the CME team for advice and support. School would then follow the CME current guidelines and procedures.

Children in Y6 who have Standardised Attainment Tests (SAT's) in May are expected to be in school and all leave of absence requests will be refused during the week of these tests. A holiday absence will be marked 'unauthorised' on any such occasion. Children in Y2 will also have tests in May / June and Year 1 have a Phonic Screening check also in June.

### **Lateness:**

Punctuality is encouraged and all children should be ready to enter school at the morning bell.

**Regular lateness means that your child is missing out on vital teaching and learning opportunities.**

# **PASTORAL CARE**

## **Pupil Behaviour**

Most of our school rules relate to safety and/or consideration for others. 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 tries 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.

### **Discipline:**

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. The school's behaviour policy dictates how incidents of inappropriate behaviour are handled within the school using rewards and sanctions and all staff follow this policy consistently. Parents will be informed if behaviour does not improve and a programme (Individual Behaviour Plan or IBP) will be implemented to remedy the unacceptable behaviour. This programme will be monitored by the school and parents. Improvement usually follows and the child will come off the programme.

If the unacceptable behaviour continues, the school will refer the matter to Behaviour Support Services. Extreme behaviour of any kind which endangers the safety of the child and others and disrupts the learning of the school will result in fixed period or permanent exclusion.

## **Personal Property**

Children must not bring valuables into school. This includes cameras, smart watches and devices where messages can be sent or received). If your child is in Year 5 or Year 6 and they walk home on their own, you may wish them to have a mobile phone with them for security reasons. These are allowed but must be handed into the office for safekeeping at the start of the day and collected at the end of the day. The School and Governing Board will not be held responsible for loss or damage to personal property.

### **School Dress:**

School uniform is encouraged and is worn by pupils in school. Uniform consists of a blue sweatshirt or cardigan bearing the school logo (optional) over a white shirt or polo shirt. Grey trousers, knee length shorts or a skirt should be worn with sensible black shoes or boots. Grey, white or black socks or tights may be worn but not blue tights please. A blue, school fleece with the school logo is also available to purchase. Girls may wear blue checked dresses in the summer but all-in-one playsuit clothing is not practical for school.

**All school uniform should be clearly labelled with your child's name and class.**

It is expected that all children will come to the school clean and neatly dressed. Footwear should be **sensible and practical** for a day in school. High-heeled shoes are not acceptable and unsafe for playground activities.

For safeguarding reasons and to help minimise the potential spread of head lice we strongly recommend that all long hair should be tied back at all times and hairstyles should be sensible e.g. no tramlines, Mohicans or unusual colours or styles. Hair slides, bobbles, bows etc. should be very small and discreet so as not to distract from learning.

Jewellery should be kept to a minimum; only watches and small stud earrings are permitted. Rings, bracelets and necklaces are not allowed in school, unless worn for religious reasons.

School bags should be of a reasonable size as cloakrooms are small areas. Reading book bags and P.E. bags will also be necessary and can be purchased from the school office.

KS1 lost property is stored in the KS1 cloakroom and KS2 lost property is stored in the entrance to the KS2 playground. At the end of each term the lost property is displayed in the school hall and you are invited to claim any lost items. Any unclaimed items are recycled where possible. Named items can be more easily returned to their owners.

## **Money in School**

Hollyfield is a cashless school. Children should only bring to school money that is required for school e.g. money for the Book Fair, sponsored events or termly school fund.

All monies should be placed in a sealed envelope that should be clearly labelled with your child's name, class and the amount enclosed.

ParentPay is a system we encourage all parents to use to pay for school dinners and trips. Please see a member of the office staff for a user ID, password and support in setting up your account.

Cheques for educational visits should be made payable to:  
Hollyfield Primary School

KS2 children may bring in a small amount of money in order to buy fruit, toast or drinks at break time.

### **Tuck Shop Prices:**

Toast - 30p  
Bottled Water - 55p  
Juice Bottle - 40p  
Fruit - 40p

## **MEDICAL CARE**

### **Illness in School:**

When children become poorly at school, parents/carers are contacted and are requested to collect their children from school as there is no quiet place for unwell children and no staff available to look after them.

If your child has been sick at home during the night, please keep them at home for 48 hours. Children should not be at school if an illness is contagious or infectious, as we would wish to avoid the spread of illness within the school.

### **Medicines in School:**

The following are guidelines that form the basis of the school policy:

If medication is going to be for a prolonged period e.g. children with asthma inhalers, the school should be informed in writing that this is the case together with any specific instructions written out on the Medical Form (available from the school office).

If medicine is to complete a course of treatment e.g. penicillin-based mixture, the school office should be contacted and permission sought for medicine to be administered during school hours. Parents/carers will be asked to complete a form which will include full written instructions on administration of the medicine.

Usually doctors will prescribe antibiotics which are required three times a day. This means children **do not** require medication during school hours.

All medicines will be based in the office. They must be prescribed by a doctor and be clearly named and labelled. All children have their inhalers in the classroom. Children with asthma inhalers take those on any activity which is not on the school premises.

### **Accidents:**

If a child is ill or has an accident in school your child will bring home a red accident slip. If the accident involves a bump to the head or is deemed serious enough you or a named contact will be notified as soon as possible.

## **SAFEGUARDING AND SITE 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 Finance and Resources Committee ensure that the school is a secure working environment by carrying out regular safety and security reviews.

Access to the buildings is via a coded key pad/fob system. All visitors should report to the school office and are required to sign in and wear a 'visitor's badge'. They will also be given child protection safeguarding procedures.

The Designated Senior Lead for Child Protection is Mr Dave Cole. In his absence, the Headteacher, Mr Andy Holmes will deputise for him.

It is very important that only members of staff or designated adults open the door. All pupils are taught not to open the door in any circumstance. Various measures have been taken to secure other points of access to the buildings.

At Hollyfield Primary School, staff and Governors are committed to the safety and welfare of all pupils and will ensure that through the robust implementation of all safeguarding policies, that all pupils are protected from any potential exposure to extremism and radicalisation.

We will also ensure that all our pupils, especially those with SEND will be fully supported academically and socially to ensure that no pupil is at risk of bullying or any other form of discrimination.

## **WORKING WITH PARENTS**

### **Parental Involvement:**

Throughout this prospectus the importance of parents working in partnership with the school's staff is emphasised. There are numerous opportunities for parents and staff to meet, both formally and informally e.g. parent evenings, regular class/year group assemblies, workshops, 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 and all teachers need help at some time during the year. Parents of children in all year groups 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.

### **Homework:**

Homework fosters the partnership between home and school. It informs and involves parents with work their children are 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. Class teachers will send home a termly letter indicating their expectations for that term.

Most homework activities support the development of basic skills in English and maths but may also include topic-based tasks.

Children will bring two reading books home per week. One is a book that they have shared in class that week for them to 'show you what they can do' and the second is a book of their choosing; a reading for pleasure book which they may need support to access but is aimed at fostering the love of reading.

Parents can assist tremendously in the development of reading and phonics and are asked to listen to or read with their children for a few minutes each evening. Parents will be expected to ensure that care is taken of books sent home and will be asked to replace books which are lost or damaged at home if necessary. Each child in Reception -Year 4 has a reading record in which parents and children are encouraged to update and comment on their reading progress. This can also be used to communicate with the class teacher if necessary.

Children absent through illness or injury for a long period may be provided with suitable work on your request.

### **Reports:**

Each year children are given a written report with details of their progress and achievements. There are also various opportunities for teachers and parents to meet throughout the year at parents' meetings. Parents may call at any convenient time to discuss their child's progress preferably by appointment.

### **Emergency Contacts:**

Each year parents are asked to complete a form to update with current telephone numbers. Parents must ensure that the office has at least **two** up-to-date contacts for each child in case of emergency.

**It is vital that parents inform the school of any changes to daytime telephone numbers, email addresses or places of work.** This ensures that you are contacted if your child becomes ill or has an accident that requires a visit to hospital.

### **Your Cars:**

**Please note that the school car park is a private car park.**

Only staff, those working in school, deliveries, drivers who hold a current blue badge (registered with our office) and official visitors to the school should bring cars or vans through the main gate on school days.

**For the safety of children and local residents, please park away from the school entrance/exit and the zigzag lines and please DO NOT park on pavement of block the drives of our neighbours**

Parking for parents/carers is available on St Chad's Church and Pesto restaurant car parks.

### **Hollyfield Parents' Association (PA):**

The PA is a group of parents at Hollyfield who work hard to provide further funds for the school. The money raised provides extra equipment for the children which benefits everyone.

The PA is always looking for new helpers. If you are interested please contact the school.

## **POLICIES AND PROCEDURES**

### **Teaching Children to Take Care of Themselves:**

The staff at Hollyfield are committed to protecting the children at our school and we are keen to support your efforts as parents to protect your children.

At Hollyfield we teach children how they can take steps to protect themselves. From an early age children have to learn basic rules about safety, for example, not to play with matches, not to play near the road etc. We take this a step further by teaching children other safety rules, for instance, how to cross roads safely, how to say "no" to strangers and how to deal with others who are unkind.

We also work in partnership with other agencies like the Health Authority or Children's Services, who share our commitment to protecting children. The people in these agencies can include health visitors, school nurses, doctors, social workers, family support workers or housing officers. Our first concern is your child's welfare and therefore there may be occasions when we have to consult other agencies even before we contact you. Should this be necessary we want to reassure you that any concerns we have about your child will then be fully discussed with you after we have talked with the other agency.

These procedures have been laid down by the Birmingham Area Child Protection Committee and are also the policy of the Birmingham Local Authority.

If you want to know more about this procedure please speak to the Headteacher or see our Safeguarding and Child Protection policy on our website.

### **Admissions Procedure:**

Starting school is an important step in the life of a child therefore we aim to try and make it a pleasurable and happy one.

Up to 60 children are admitted into our two reception classes each September. They come into school at the beginning of the academic year in which they become five. Across the school, children are divided into two classes per year group.

### **The admissions procedures for the Reception classes operate in line with the Birmingham Local Authority's Policy on priorities:**

- ❖ Children with an Education Health Care Plan (EHCP), who have been identified as needing to attend schools with specific facilities to accommodate them.
- ❖ Siblings who have brothers and sisters currently attending the school and who will still be in attendance at the time the sibling enters school.
- ❖ Nearness of the child's home to the school as measured by a straight-line measurement to one fixed point in the school.

## **THE EARLY YEARS FOUNDATION STAGE**

The Foundation Stage is a learning environment for children who are in the Foundation Stage phase of their education. The Foundation Stage has its own specific curriculum guidance for all children aged between three and five years old. Children aged between 4 and 5 years old attend school on a full time basis.

The children's progression and development is grouped into seven areas of learning. These are taught through a topic based and cross-curricular approach alongside the Characteristics of Effective Learning. The emphasis is on ensuring young children receive a range of active and practical activities. Carefully planned self-access tasks are also provided for children to apply their knowledge and understanding through play.

Children attending local nurseries are visited by their new class teacher and this provides an opportunity for the teacher and your child to meet in an environment they are familiar with.

All Foundation Stage children are invited to two stay and play sessions prior to their start date.

Parents attend a meeting with the Foundation Stage staff and discuss relevant school policies and procedures.

Children are admitted on a gradual, flexible and part-time basis. A full day with lunch is then gradually introduced for Reception children, often by the end of the first week.

## **TRANSFER PROCEDURES**

In Year 6 both parents and children are signposted to information and opportunities to guide their decision regarding choice of secondary education. This includes information from the Birmingham Local Authority. Open Evenings are usually arranged for children and their parents by local secondary schools near the beginning of the academic year.

Children are visited in school by representatives of local secondary schools and invited to spend a 'transition day' at their new school prior to arrival in September.

This usually occurs near the end of their time at Hollyfield.

## **COMPLAINTS PROCEDURE**

We expect all our pupils, staff and parents to treat each other with courtesy, care and mutual respect.

Minor complaints should be dealt with by the class teacher. If you are not satisfied, please contact your child's Key Stage Leader and then the Deputy or Headteacher if the issue has not been fully resolved.

Complaints may be considered at one or more of the following levels:

- ❖ Informal
- ❖ Formal via the School Governors
- ❖ Formal via the Local Authority

Complainants are advised to follow and resolve their complaints through informal procedures, unless there are exceptional circumstances. All complaints are taken seriously and investigated fully, fairly and carefully. Complainants are kept informed of proceedings and any complaints received are recorded.

## **LOCAL MANAGEMENT OF SCHOOLS (LMS)**

Hollyfield has, under the Local Management of Schools, a fully delegated budget.

This means that finances can be allocated to suit our needs, within the resources we have available to us.

Our budget is largely determined by the number of children attending the school.

## **CHARGES FOR SCHOOL ACTIVITIES**

### **Charging Policy:**

The charging policy for Hollyfield Primary School is in accordance with the provisions of the Education Reform Act 1988 which states that it is not legal to make charges for activities which take place in school time but it is permissible to ask for voluntary contributions. No child can be excluded from a school activity because his/her parents/carers do not wish to contribute.

Letters and emails informing parents about activities will state:

- ❖ The date and times
- ❖ The type of activity and its educational purpose
- ❖ The costs per pupil
- ❖ The school contribution or any other funding if applicable
- ❖ A request for voluntary contributions
- ❖ A statement that unless sufficient voluntary contributions are received, the proposed activity may not take place, as there is no alternative source of funding

### **Other Charges:**

Parents may be required to pay for the cost of damage to school property, equipment or books, if this is the result of a pupil's misbehaviour or carelessness. Parents will be asked for photocopy charges for any copies of policies or information they request.

Requests for the completion of passport applications will be declined.

### **Remissions:**

For further information please refer to the Charging and Remissions policy available from the school office.

## **PUBLIC ACCESS TO INFORMATION**

### **Freedom of Information:**

The Freedom of Information Policy states that information must be available for parents. Hollyfield Primary School makes such information available to parents and access to such information can be obtained by making a written request to the Head teacher or Chair of Governors at least five working days in advance of the date on which the information is required.

### **Inspections:**

After our last Ofsted Inspection (March 2017) the school was judged to be 'Good' in all areas:

- ❖ The leadership team has maintained the good quality of education in the school since the last Inspection.
- ❖ Outcomes have continued to improve at every phase.
- ❖ Pupils make strong rates of progress
- ❖ Pupils all reported that they enjoy learning and feel safe at their school.
- ❖ Pupils learn how to excel academically and develop personally
- ❖ Pupils immersed in learning across the curriculum
- ❖ Teachers are not afraid to take risks and are focused on challenging their classes.



## **AWARDS**

Hollyfield Primary School has also received numerous awards including the Quality Mark Award for the fourth time from the Basic Skills Agency as well as Investors in People and the Healthy Schools Standard.



INVESTOR IN PEOPLE



## **THE SCHOOL'S CURRICULUM**

### **General:**

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 Curriculum Guidance for the Foundation Stage (see Foundation Stage Prospectus) that 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 and Physical Education, Modern Foreign Languages, Personal, Social, Health and Economic Education (PSHE) and we follow the Birmingham Agreed Syllabus for Religious Education.

### **The Hollyfield Curriculum:**

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 curriculum is carefully and deliberately sequenced so that each year the children's knowledge and skills are reinforced and extended.

### **Classroom Organisation:**

Children in Key Stage 1 and 2 are taught in age-grouped classes.

### **Progress:**

Every child's progress is monitored and assessed throughout the year and targets are set. Records are kept on progress and annual reports are sent to parents who have an opportunity to discuss these at a final Parents' Evening in July.

### **English:**

Literacy is the area central to all learning and an integral part of all our work at Hollyfield. It is seen as a way whereby each child can develop their thoughts and feelings, their ideas and concepts as well as their language expertise. Every part of the different experiences in school, foster the purposeful use of language, equipping children with the personal and social communication skills they need to become effective members of the community. Their language is developed through a wide range of speaking and listening opportunities incorporating drama and role-play situations. A rich variety of reading materials and frequent writing sessions enable them to acquire the essential skills required at this primary stage of their education. Visual literacy using short film clips is also used to support the development of writing.

### **Maths:**

'Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment.' Using the Programmes of Study from the National Curriculum it is our aim:

### **Aims**

- \* To become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- \* To **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- \* To **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions
- \* To embed a **mastery approach** to learning by ensuring all children have a deep structural knowledge and the ability to make connections

\* To encourage **personalisation** by ensuring all children work independently and collaboratively and be able to select appropriate materials for the task set, in a responsible manner.

### **Science:**

Our programme of study in science aims to develop enquiring minds and to gain knowledge and understanding of scientific concepts and skills. Children are encouraged through a variety of situations to develop skills of imaginative, disciplined and systematic enquiry. Through practical activities children can develop the ability to formulate and test hypotheses, and above all to understand the provision of scientific explanation.

### **History:**

We aim to make History relevant and real where possible, drawing on the children's own experiences. We encourage the use of historical artefacts and documents, so giving the children first hand evidence and a chance to make up their own minds about past events. This develops an awareness of human and social concerns which prepares them for life in the community and endeavours to illustrate how we can learn from past events.

### **Geography:**

The study of Geography helps children towards an understanding of the world in which they live. The work involves investigation and exploration of their local area and further afield. We aim to establish a sense of personal responsibility for their own actions on the environment and the world in which we live.

### **Computing:**

Computing is a rapidly changing and developing facet of our lives. We aim to use this powerful tool to provide the pupils at Hollyfield with active learning experiences across the curriculum. This is enhanced with a brand new digital learning centre, ipads, laptops and a range of other technologies we are able to develop our pupil's skills, knowledge and independence in IT. This will enhance their attainment and provide them with confident access to the wider world of communication.

### **Cultural Arts:**

Aesthetic and creative activities in art and craft, drama, music and dance are encouraged throughout the whole curriculum. The children are encouraged to enjoy experiment and develop their capacity for innovative thought, sensitive perception and appreciation of a variety of cultures, whilst establishing the development of their personal skills in these areas.

### **Design Technology:**

Design Technology fits well into our cross-curricular approach, linking to many subjects, especially Maths and Science. It provides the opportunity for children to engage in imaginative and creative work. Technology provides an opportunity for the children to design, investigate, plan and construct. Planning and evaluating their designs and artefacts gives children a chance to learn by their mistakes, as well as their successes. This curriculum area helps children to learn how to tackle new problems and tasks with confidence.

### **Religious Education:**

In Religious Education we are concerned not only with the academic education of our children, but also their emotional, social and moral development. We aim to encourage and stimulate the children and nurture not only self-esteem but also respect for and understanding of each other. We aim to inform the children about many faiths so as to aid development of their own beliefs and values.

### **Collective Worship:**

Children have a daily act of collective worship. These gatherings take many forms, including class assemblies, to which parents are invited. If parents wish to withdraw their child from collective worship, on religious grounds, it is the responsibility of the parents to ensure their child's religious needs are met.

### **Physical Education and Sport:**

Children are offered an appropriate range of activities through the curriculum in all Key Stages. At times, extra curricular activities may be offered. Every year the children enjoy participating in a Sports Day where they can demonstrate the development of their skills and represent their House.

Throughout their time at Hollyfield, children are offered a balanced range of games, dance, gym and athletics activities. Swimming sessions are held at Newhall Primary School for all KS2 pupils. These lessons are an important part of the curriculum and as such are compulsory. At Key Stage 2, pupils experience a variety of games including: football, hockey, netball, rounders and athletics. All children are encouraged to participate in regular exercise to maintain their health.

### **PE Kit:**

Blue shorts, a white t-shirt and pumps are required for Physical Education lessons.

A suitable one piece costume/swimming shorts (not baggy), swimming hat and towel will be necessary for swimming. Swimming hats are available from the Office. Children may wear trainers and a jogging suit for outdoor games lessons during cold weather. Jeans are not acceptable.

Any jewellery (see above) should to be removed for safety reasons when taking part in any physical educational activity.

### **Special Educational Needs:**

At Hollyfield, pupils are regularly assessed by their class teachers in all curriculum areas. We identify any pupils whose learning or behavioural needs require more support and additional provision is put in place to support them. These children may then be placed on the Special Needs Register. If this is the case, parents/carers are regularly consulted and termly or half termly review meetings are held for those pupils. Activities are often adapted to suit pupil need and additional support may be given inside or outside of the classroom environment depending on individual circumstances. The Special Education Needs Co-ordinator (SENDCo) can support staff when planning for individual needs. Where necessary, we request support from outside agencies.

**If you have any concerns about your child's education, your first point of contact is always the class teacher.**

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

### **Disabled Pupils:**

Disabled pupils have access to all areas of the building and are admitted in accordance with our admission policy.

### **Relationships and Sex Education:**

At Hollyfield, we acknowledge that in order for children to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.

The school's Relationships, Sex and Health Education Policy had been reviewed and we meet the learning objectives as set out in the Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019 for primary schools with a whole school approach. We follow a programme called SCARF (Safety, Caring, Achievement, Resilience and Friendship) across the school Regular curriculum overviews are sent home to explain in greater detail the content of each year group's syllabus. Any questions that arise, especially during relevant topic lessons, will be dealt with in a sensitive manner by the class teacher.

## **EXTRA CURRICULAR**

### **Out of School Activities:**

Hollyfield offers a rounded experience for all children and we aim to offer our pupils a wide range of experiences outside of school hours to develop their talents and interests. We would like to point out that many of the activities take place in our staff's own time and vary according to the time of year and other school commitments of the staff involved.

Throughout the years we have been able to offer: football, cross country, cricket, rounders, multi sports, golf, tag rugby, ultimate Frisbee, choir, first aid, cookery, gardening, recorders and an art club to name but a few. There are also opportunities for children to learn to play a musical instrument or join one of our our Rocksteady bands. Our musicians often play in whole school 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 week's residential at Conover Hall. The children participate in a range of team building and adventurous activities as well as learning about the environment. Pupils in Year 5 also take part in 'Space Camp' where they spend the night in school learning about Space and star gazing

### **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 hall and we welcome enquiries from local groups to hire the hall.

## APPENDIX A – TERM DATES 2022-2023

### Autumn Term 2022

Term starts	Monday 5 <sup>th</sup> September to Friday 21 <sup>st</sup> October
Half term holiday	Monday 24 <sup>th</sup> October to Friday 28 <sup>th</sup> October
Term resumes	Monday 31 <sup>st</sup> October to Friday 16 <sup>th</sup> December
Christmas holiday	Monday 19 <sup>th</sup> December to Monday 2 <sup>nd</sup> January

### Spring Term 2023

Term starts	Tuesday 3 <sup>rd</sup> January to Friday 17 <sup>th</sup> February
Half term holiday	Monday 20 <sup>th</sup> February to Friday 24 <sup>th</sup> February
Term Resumes	Monday 27 <sup>th</sup> February to Friday 31 <sup>st</sup> March
Easter holiday	Monday 2 <sup>nd</sup> April to Friday 14 <sup>th</sup> April

### Summer Term 2023

Term starts	Monday 17 <sup>th</sup> April to Friday 26 <sup>th</sup> May
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### Bank Holidays

**Mon 1<sup>st</sup> May 2023**  
**Mon 29<sup>th</sup> May 2023**

Half term holiday	Monday 29 <sup>th</sup> May to Friday 2 <sup>nd</sup> June
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Term resumes	Monday 5 <sup>th</sup> June to Tuesday 25 <sup>th</sup> July
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## APPENDIX B – SCHOOL CLOSURES AND TIMINGS

### School Closures:

Training day	Monday 5 <sup>th</sup> September 2022
Training day	Tuesday 6 <sup>th</sup> September 2022
Training day	Tuesday 3 <sup>rd</sup> January 2022
Training day	Friday 31 <sup>st</sup> March 2023
Training day	Monday 17 <sup>th</sup> April 2023

Total of 195 days less **5** teacher days = 190 pupil days

### The School Day:

(Doors open at 8.45 a.m.)

PART OF THE SCHOOL	STARTING TIME	FINISHING TIME
Morning KS1	8.55am	12.00pm
Morning KS2	8.55am	12.15pm
Afternoon KS1	1.10pm	3.15pm
Afternoon KS2	1.15pm	3.20pm

## APPENDIX C – STAFF LIST 2022/2023

**Head Teacher:** Andy Holmes  
**Deputy Head/KS1 Manager:** Dave Cole  
**Assistant Head Teacher:** Frances Nicholls  
**SENDCo:** Hayley Cooper-Jones

### **Teaching Staff**

Becky Bisseker	Sophie James
Liz Briggs	Joanne Keene
Dara Coates	Misbah Komal
Dave Cole	David Lloyd
Hannah Conway	Janet Morris
Hayley Cooper-Jones	Frances Nicholls
Elizabeth Copson	Hayley Rand
Muthahara Choudhary	Sarah Russell
Mandy Dhaliwal	Victoria Sandbrook
Amanpreet Dhallu	Becky Strong
Lizzie Gibbons	Steve Welch
Laura Harrison	Ruth Wilkinson

### **Teaching Assistants**

Bryony England	Angela Markidis
Jill Farmer	Della Thompson
Karen Griffiths	Cath White
Emma Irwin	Marie Chadwick
Joanne Little	

### **Admin Team**

**School Administrator:** Asiya Begum  
**Senior School Secretary:** Justine Richardson  
**Receptionist:** Marina Hunt

Maria Fisher – Bursar/Office Manager  
Judith Storer – Attendance Officer

### **IT Team**

**IT Manager:** Adam Hall  
**IT Technician:** Richard Miller

**Building Services Manager:** Christopher Owen

### **Lunchtime Supervisors**

Tina Harris (Senior LTS)	Coral Harrison	Elizabeth Rosson
Michelle Clowes (Deputy LTS)	Sharon Kavanagh	Jane Tombes
Dorothy Bradbury	Julie Kingston	Debbie Tomlins
Rachel Cook	Emma Paxon	Teresa Trott
Winona Harrington		

