



# HOLLYFIELD PRIMARY SCHOOL

Part of the Learning Trust for Excellence

## Prospectus



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## WELCOME TO OUR SCHOOL



### 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 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.

Yours sincerely

*Mr Andy Holmes*

Head Teacher  
Hollyfield Primary School



## **School 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.



gratitude



courage



kindness



resilience



honesty



respect



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.

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## ACCOMODATION

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



## OUR SCHOOL DAY

Please refer to the school website and list of dates which are published each year, to confirm the teacher training days.

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        | 8.55          | 12.00          |
| Morning KS2        | 8.55          | 12.15          |
| Afternoon KS1      | 1.10          | 3.15           |
| Afternoon KS2      | 1.15          | 3.20           |

### Meals

Children in Reception and KS1 are provided with free fruit once a day, as part of the National Fruit Scheme. All children in Reception and KS1 are also offered a free hot dinner under the universal free school meals scheme, however you may send your child in with a packed lunch instead.

KS2 children may purchase a school meal or bring in a packed lunch from home.

All children have access to water to drink during the school day. You will just need to provide a suitable drinking container for them to fill such as a plastic water bottle (glass bottles are not suitable for in school).

We request that suitable containers are provided for packed lunches and please note that glass bottles, glass containers and cans are not allowed.

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



## **ATTENDANCE AND ABSENCE**

Good attendance is vitally important and attending education is a legal requirement. However, we understand that there may be rare times when your child has to be kept away from school. Please note that not all illnesses require an absence from school. For minor childhood ailments such as coughs, colds, ear aches we would not expect children to be absent.

If a child is absent from school, parents should contact the school office on the first morning of the absence by 9:30am and maintain contact with the school for any subsequent days of absence. If you do not contact the school, you will be contacted by school to ascertain the reason your child is absent. If we receive no reason for an absence it will be entered as 'unauthorised'. If staff are concerned about a child's absence or there is no response, telephone calls, home visits, referrals to the CSAWS Attendance and Welfare Officer or to the police may take place. Please see the Attendance Policy for full details of this process.

### **Leave of absence**

A 2013 amendment to The Education (Pupil Registration) (England) Regulations 2006, means that the Head Teacher 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 Absent From Education**

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

Children in Y6 who have Standardised Attainment Tests (SATs) 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 also have tests in May/June and Year 1 have a Phonic Screening Check, also in June.

### **Lateness**

Punctuality is vital and all children should be ready to enter school when doors open at 8:45am so that they are ready to begin learning at 8:55am.

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

## 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 empathic 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





## 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.

# **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.

Access to the buildings is via a coded key pad/fob system. Visitors must 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 Safeguarding Lead for Child Protection is Mr David Cole (Deputy Head Teacher). In his absence, the Head Teacher, Mr Andy Holmes will deputise for him. There are also several other members of staff who are trained designated safeguarding leads (DSLs). These are Mrs Nicholls (Assistant Head Teacher), Mrs Cooper-Jones (SENDCo) and Mrs Glass (Pastoral Manager).

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 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.

## **Pupil 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, privilege cards, 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.

## School Dress

It is expected that all children will come to school clean and neatly dressed and school uniform is worn with pride by pupils in school. Uniform consists of a blue sweatshirt or cardigan bearing the school logo over a white shirt or t-shirt. Grey trousers, knee length shorts or a skirt should be worn with sensible black shoes. Grey, white or black socks or black or grey tights may be worn. Sweatshirts, cardigans and white polo shirts without the school logo are also acceptable. A blue fleece with the school logo is also available. Pupils may wear blue checked dresses in the summer. All-in-one playsuit clothing is not practical or appropriate for school.

For Years 1-6, pupils are to wear their PE kit to school on their designated PE days, of which you will be informed. PE kit should consist of blue or black shorts, a white tee shirt and trainers. Children may wear a blue or black jogging suit during colder weather. These should be plain and without large logos. Leggings are not permitted. 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.

**All school uniform must be clearly labelled with your child's name.**

For safeguarding reasons and to help minimise the potential spread of head lice, we strongly recommend that all long hair is tied back at all times and hairstyles should be appropriate for school 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 discrete watches and small stud earrings are permitted. Smart watches are not to be worn by pupils. Rings, bracelets, necklaces and large, hooped or dangly earrings are not allowed in school due to health and safety reasons. Earrings and watches are to be removed on PE days.

School bags should be of a reasonable size as cloakrooms are small areas. Reading book bags and PE bags (for Rec or afterschool clubs) will also be necessary and can be purchased from the school office.

## 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. inhalers for asthma, the school must 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 needed 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 should be clearly named and labelled. Inhalers and EpiPen are kept in the classroom with the child they are prescribed for. These medications are also taken to any activity which is not on the school premises.

# 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, 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.

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.

## 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 are appropriate for the stage of the pupil's learning journey. Expectations for each year group will be made clear by staff at the start of the year.

Most homework activities support the development of English and maths basic skills. Pupils will also complete one larger creative project each year.

Children take reading books home from school. In the early stages these may include wordless books where the pictures tell the story. There may also be books for parents to read to children, 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 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 whilst at home.

## Hollyfield Parents' Association (PA)

The PA is a group of parents at Hollyfield who work hard to help us provide additional opportunities for our children. They organise fundraising events which the children enjoy taking part in and help to raise money for the school.

The PA is always looking for enthusiastic volunteers. If you are interested and are able to offer a little or a lot of support, please contact the school.



# **POLICIES AND PROCEDURES**

## **Admissions Procedure**

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

Up to 60 children are admitted across our two Reception classes. They come into school at the beginning of the academic year in which they become five years old. In KS1 and KS2, 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 statements of special educational needs, who have been identified as needing to attend schools with specific facilities to accommodate them.

Siblings who have brothers and sisters 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 Foundation Stage**

The Foundation Stage is a learning environment for children who are in the Foundation Stage phase of their education. Children are aged between 4 and 5 years old and attend full time. Children attending nursery are visited by the teacher either in their setting or their home. This provides an opportunity for the teacher and your child to meet in an environment they are familiar with. All children starting school will be invited to two 'stay and play' sessions in their new classroom and outdoor environment. The parents attend a meeting with the EYFS team and discuss relevant school policies, expectations and any issues that may arise. Children start school in September on a gradual, flexible and part-time basis. A full day with lunch is then gradually introduced for Reception children at the end of their first week. All children will be in attendance full – time from the second week back.

Towards the end of their first year in school, we review the balance between the classes and regroup the children based on all we have learnt about them in their first year in school. We take into account many things in the decision including friendships. Throughout the year children are mixed constantly during provision activities, which ensures a smooth transition.

## **Transfer Procedures**

In Year 6, both parents and children are given 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 often visited in school by representatives of secondary schools or invited to spend a day at their new school prior to arrival in September.

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

# 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 (November 2022) the school was judged to remain 'Good' in all areas:

- Leaders are ambitious for all pupils at Hollyfield Primary School...[and] every pupil achieves well.
- Pupils are happy, feel safe and enjoy coming to school.
- Pupils enjoy reading...because leaders ensure that reading is taught well.
- Pupils are kind and respectful of one another [and] are confident that staff will resolve any concerns they have.
- Children in the early years settle well into school life [and] develop early language and number skills well.
- Leaders identify pupils in need of additional support quickly. They make sure that these pupils get the help and support they need to be successful in school.
- Leaders prioritise pupils' welfare. Pupils know how to keep themselves safe [and] to raise concerns with trusted adults.
- Leaders know their families and the local community well.

## Awards

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





# **THE SCHOOL'S 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). We 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.

## FOUNDATION STAGE



The Early Years curriculum is split into seven areas of learning. Our three prime areas are Communication and Language, Physical Development and Personal, Social and Emotional Development. There are then four other areas of Literacy, Maths, Understanding the World and Expressive Art and Design. We teach these through a topic-based curriculum with a new focus each half term:

Topic 1 – All About Me

Topic 2 – Places Close to Home

Topic 3 – Around the World

Topic 4 – Fairy Tales

Topic 5 – Heroes vs Villains

Topic 6 – Does it Grow?

Children learn through a play-based curriculum, where they are guided to explore and deepen their understanding of all areas. We encourage children to play, explore, work together and think critically whilst in provision which is supported by the EYFS team. Children are encouraged to be inquisitive and ask questions where we will investigate together to find solutions or answers. We also discreetly teach phonics and maths daily to equip the pupils with the critical basic skills to enhance their learning.



## KEY STAGES 1 AND 2

### English

#### Phonics and Early Reading:

Phonics at Hollyfield is taught from Reception using a validated systematic, synthetic programme (SSP) called 'Little Wandle'. Children are taught how to decode using knowledge of grapheme and phonemes correspondences. During the daily phonics sessions and regular reading sessions, fluency, expression (prosody) and comprehension are also developed.

#### Reading:

Hollyfield is very much a reading school where children are supported to develop a love of reading in a number of ways including enjoying our inviting library areas; talking to enthusiastic and knowledgeable staff, pupil reading champions and their peers; taking part in author visits; visiting the local library; daily story time and sharing carefully selected texts, to name but a few.

#### Literacy, including Writing:

English 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.





## Mathematics

'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. Pupils are able to utilise the extensive school grounds and local area to explore and further develop their scientific knowledge and enquiry skills.



## 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 primary and secondary sources of evidence and opportunities to discuss 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. Educational visits often benefit children with opportunities to explore history in and outside the local area.

## 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 our digital learning centre, iPads, laptops and a range of other technologies. By using these, we are able to develop our pupil's skills, knowledge and independence in ICT. This will enhance their attainment and provide them with confident access to the wider world of communication.





## The 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. These subjects are taught as both discrete lessons and woven throughout other areas of the curriculum in order to enrich and bring 'education to life'.



## Design Technology (DT)

DT 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. Pupils undertake product and design research using this to inform their designs. Planning and evaluating their designs and products 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 (RE)

In RE 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 opportunities take many forms e.g. assemblies, storytime, discussions in class etc. 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

Throughout their time at Hollyfield, children are offered a balanced range of games, dance, gym and athletics activities. Swimming sessions are also offered to pupils whilst they are in KS2. These lessons are an important part of the curriculum and as such are compulsory. At KS2, pupils also 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. At times, extra-curricular activities may be offered. Every year the children also enjoy participating in a Sports Day.



## Personal, Social, Health and Economic Education (PSHE)

Hollyfield has a whole-school approach to PSHE. This promotes positive behaviour, mental health, wellbeing, resilience and achievement. We also meet all of the DfE PSHE statutory requirements. Our aim is to support the children to become confident, independent and healthy. Our PSHE curriculum revisits key concepts and develops the children's knowledge and understanding throughout their time at Hollyfield Primary School.

## 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.

## APPENDIX A – TERM DATES 2024-2025

### Autumn Term 2024

|                   |  |
|-------------------|--|
| Term starts       | Monday 2 <sup>nd</sup> September to<br>Friday 25 <sup>th</sup> October |
| Half term holiday | Monday 28 <sup>th</sup> October to<br>Friday 1 <sup>st</sup> November  |
| Term resumes      | Monday 4 <sup>th</sup> November to<br>Friday 20 <sup>th</sup> December |
| Christmas holiday | Monday 23 <sup>rd</sup> December to<br>Friday 3 <sup>rd</sup> January  |

### Spring Term 2025

|                   |   |
|-------------------|---|
| Term starts       | Monday 6 <sup>th</sup> January to<br>Friday 14 <sup>th</sup> February   |
| Half term holiday | Monday 17 <sup>th</sup> February to<br>Friday 21 <sup>st</sup> February |
| Term Resumes      | Monday 24 <sup>th</sup> February to<br>Friday 11 <sup>th</sup> April    |
| Easter holiday    | Monday 14 <sup>th</sup> April to<br>Friday 25 <sup>th</sup> April       |

### Summer Term 2025

|                   |   |
|-------------------|---|
| Term starts       | Monday 28 <sup>th</sup> April to<br>Friday 23 <sup>rd</sup> May |
| Half term holiday | Monday 26 <sup>th</sup> May to<br>Friday 30 <sup>th</sup> May   |
| Term resumes      | Monday 2 <sup>nd</sup> June to<br>Monday 21 <sup>st</sup> July  |

## APPENDIX B – STAFF LIST 2023-2024

### Head Teacher:

**Deputy Head Teacher/KS2 Manager:**

**Assistant Head Teacher/KS1 Manager:**

**SENDCo**

**Pastoral Manager and Attendance Officer**

Andy Holmes (**Deputy DSL**)

Dave Cole (**Designated Safeguarding Lead**)

Frances Nicholls (**Deputy DSL**)

Hayley Cooper-Jones (**Deputy DSL**)

Shelley Glass (**Deputy DSL**)

### Teaching Staff

Becky Bisseker

Liz Briggs

Dara Coates

Dave Cole

Hayley Cooper-Jones

Elizabeth Copson

Mandy Dhaliwal

Amanpreet Dhallu

Lizzie Gibbons

Floella Harris-Benjamin

Laura Harrison

Sophie James

Joanne Keene

David Lloyd

Hannah Lynch

Janet Morris

Frances Nicholls

Hayley Rand

Sarah Russell

Victoria Sandbrook

Becky Strong

Steve Welch

### Teaching Assistants

Emma Arnold

Marie Chadwick

Bryony England

Jill Farmer

Karen Griffiths

Joanne Little

Angela Markidis

Claire Nicholls

Della Thompson

Charlotte Timmis

Cath White

### Admin Team

Maria Fisher – School Business Manager

Asiya Begum – School Administrator

Roxana Dita – School Administrator

Marina Hunt - Receptionist

### IT Team

Adam Hall (Data Protection Officer)

Richard Miller

### Building Services Manager

Christopher Owen

### Lunchtime Supervisors (LTS)

Tina Harris (Senior LTS)

Dorothy Bradbury

Rachel Cook

Coral Harrison

Teresa Trott

Michelle Clowes (Deputy LTS)

Jane Tombes

Elizabeth Rosson

Emma Paxton

Sharon Kavanagh

Jade Knight

Debbie Tomlins

Shelley Castell

Natasha Chuhan