

# HOLLINSWOOD PRIMARY SCHOOL & NURSERY



School Prospectus  
2024/2025



# A letter from the Chair of Governors

At Hollinswood we strive to develop every child's skills, knowledge and attitudes in order for them to be independent learners, and confident individuals both at school and as members of the local and wider community.

We are committed to creating a learning environment in which staff, governors, volunteers, pupils and those with parental responsibility all have an important part to play.

We recognise that to achieve the best experience and most successful outcomes for our children, is to maintain a partnership between the schools teaching and support team, parents, governors and of course the children. We want to create an environment where every child has the chance to shine and aspires to be the very best they can and is prepared for a future of possibilities.

If you have any questions or would like more information, please feel free to contact me via the school's administration team, or visit our website:

[www.hollinswoodprimary.co.uk/](http://www.hollinswoodprimary.co.uk/)

Andrew Baker  
**Chair of Governors**

Respectful - Resilient - Resourceful - Responsible



# Our School

## Ofsted Inspection of Hollinswood Primary School and Nursery

I am proud to be the Headteacher of Hollinswood Primary School & Nursery and this report encapsulates perfectly why our school is a great place to teach and learn.

The inspector saw the school as it is every day, with the children, staff, governors and parents showing what a unique and special place Hollinswood Primary School & Nursery is.

Yours sincerely

**Kath Osborne (Headteacher)**



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28 June 2019

Mr Glenn Atkinson  
Headteacher  
Hollinswood Primary School and Nursery  
Dale Acre Way  
Hollinswood  
Telford  
Shropshire  
TF3 2EP

Dear Mr Atkinson

### Short inspection of Hollinswood Primary School and Nursery

Following my visit to the school on 4 June 2019, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in June 2015.

### This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection.

The warmth, care and good quality of education that all pupils receive are clear to see. Parents and carers appreciate the care and attention that leaders give to the personal, social and emotional development of all pupils. One parent, reflecting the views of many, said, 'Hollinswood Primary School offers my child excellent opportunities to thrive and develop.' A thoughtfully planned curriculum enables pupils to have a good understanding of a range of ways to keep themselves safe.

This includes online safety, road safety and bicycle safety initiatives. Pupils spoke about how they would tell a trusted adult immediately if they were concerned about something. They also knew that a website is safe 'If it has a padlock on it.'

Leaders and staff put a strong emphasis on developing a well-rounded education for pupils. There is a broad range of extra-curricular clubs, sporting opportunities and performances. Pupils' behaviour in class and during social times is good.

Pupils enjoy opportunities to experience a range of trips and residential visits, supporting both their academic and personal development. Parents value these, with one parent verbalising the view of many of those responding to the free-text survey:

***'The curriculum offer is brilliant, and I particularly like the residentials and trips on offer. They always link to what they are doing in class and this serves to enhance the learning journey. There is always a wide range of after-school activities on offer.'***

Senior leaders have built a cohesive and passionate middle leadership team who know their subjects' strengths and areas for improvement in depth and detail. Strong strategic senior leadership and consistent modelling of techniques and expectations have developed the skills and ability of English and mathematics middle leaders, enabling them to lead their subjects well. These middle leaders are

skilled at articulating the progress that pupils make over time and can evidence this progress in a range of ways. Particularly impressive was their ability to demonstrate progress in a succinct and clear manner through the focused and targeted scrutiny of pupils' work. Middle leaders of other curriculum subjects have not yet had similar opportunities to develop their leadership skills so that they can make a difference to the teaching and learning in their subjects.

Leaders encourage teamwork and see change as an opportunity. Since the last inspection, there has been a significant increase in the proportion of pupils who speak English as an additional language joining the school at various points during the year across all year groups. A third of the school population speak English as an additional language, with 33 different languages spoken. Leaders recognise, value and celebrate the rich diversity that this brings to the school. Leaders' expertise in supporting pupils who speak English as an additional language is being shared with schools across Telford and Wrekin and with wider audiences through published articles.

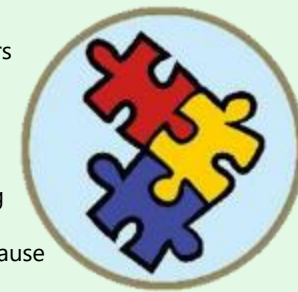
Staff morale is high. All staff responding to Ofsted's online questionnaire agree that they are proud to be a member of staff at the school. They enjoy working at the school and feel well supported. Staff understand the school's priorities and the actions that leaders are taking to improve the quality of pupils' education further. Effective mentoring means that newly and recently qualified teachers are well supported in their roles.

The governing body is effective. Governors support and challenge you and your staff well. They use an annual skills audit to ensure that they have the required knowledge and skills to respond to the changing demographics of the school. They use a range of data, reports and first-hand information, as well as information presented by middle leaders and discussions with school council pupils, to check the school's overall effectiveness. This enhances their understanding of school improvement. They are highly ambitious for the school.

### **Safeguarding is effective.**

The leadership team has ensured that all safeguarding arrangements are fit for purpose. Leaders continually reflect upon the impact of what they are doing to keep pupils safe. They use what they have found out to fine-tune the way they work. For example, following an internal audit of safeguarding, governors introduced interviews with staff to question their understanding and implementation of safeguarding policies and procedures. Governors used the findings to develop training that builds upon the strong practice already in place. This leads to pupils being and feeling safe. Parents agree, and all who responded to the survey said that their children are safe and well looked after. As one parent put it: 'I am not worried leaving my kids at school because I know they are in very good and caring hands!'

Safeguarding training for all staff and governors is regularly updated and appropriate to their roles. The designated safeguarding leads are thorough in their work. Staff are quick to report concerns and leaders follow up these concerns robustly. Record-keeping is meticulous. Leaders work closely with external agencies when necessary to ensure that pupils are protected and families are supported. You escalate matters when you feel that external agencies are not taking your concerns seriously enough. The procedures for recording pre-appointment checks on staff and for monitoring pupils' attendance are rigorous and recorded precisely.



### **Inspection findings**

- There has been a positive response to the areas for improvement for writing and mathematics identified at the previous inspection. Teachers use a range of opportunities to promote extended writing across the curriculum. Pupils' writing shows that they can sustain pace and quality across a piece of writing in a range of genres and subjects. However, this has been balanced with the changing needs of pupils who enter school with little or no English vocabulary. Leaders' regular reflection on information gained from checks on writing has helped them to provide targeted support to teachers. This has ensured that teachers develop skills and strategies that enable all groups of pupils to be successful writers and make strong progress. However, not enough pupils are working at greater depth in writing.
- Pupils are developing their ability to reason within mathematics. Leaders have worked hard to sustain the momentum of the work to develop pupils' mathematical reasoning. Additional work has been done to ensure that pupils who speak English as an additional language develop and understand the precise nature of mathematical vocabulary in a way that they can then use to reason well.
- Professional development has increased all teachers' awareness of what learning at greater depth looks like in reading, writing and mathematics. Work in pupils' books demonstrates this, with clear examples of pupils across all year groups making strong progress. Some middle- and high-attaining pupils are beginning to show the sophistication of inference in reading, the complexity in writing and the depth of reasoning in mathematics required to achieve greater depth in their work.
- You know the background to your school well and demonstrate the ability to reflect on and respond to changes in the context. Appropriate and timely professional development has deepened staff's understanding of when and how to use a particular approach to engage, support and challenge pupils.

When implementing new approaches, leaders have given equal consideration to pupils who speak English as an additional language, disadvantaged pupils and those with special educational needs and/or disabilities. These approaches are becoming embedded across the school. As a result, all pupils are making good progress from their starting points.

■ The environment in the early years is highly stimulating and well resourced. Children and adults have opportunities to work separately as a Nursery class and two Reception classes, as well as to mix together as an early years foundation stage unit. Children cooperate extremely well together. For example, one child had spent a long time developing a railway line on their own. A little later, several children joined the activity and they all found a way to further develop the railway line in a range of materials and talked together to create and narrate a game to play. They achieved this cooperative play independently.

■ Children in the early years sustain concentration for lengths of time in a range of situations, both adult-led and child-initiated. This is a credit to the adults' skills and expertise in developing the prime areas of the early years curriculum, as children enter the setting with skills that are well below those expected. Children make substantial and sustained progress in all areas of learning throughout

Nursery and Reception. This is a direct result of teachers' accurate assessment and planning, matched to children's needs. Leaders demonstrate capacity to continue to drive improvements to increase the proportion of children both achieving and exceeding a good level of development.

### **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- the opportunities for pupils to write at a greater depth are further developed and consolidated
- leaders of the foundation curriculum subjects are given more opportunities to develop their leadership skills and the teaching and learning in their subjects.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Telford and Wrekin. This letter will be published on the Ofsted website.

Yours sincerely

**Kirsty Foulkes**

**Ofsted Inspector**

### **Information about the inspection**

During the inspection, I met with you, the senior leadership team, the business manager, middle leaders and a group of governors. I met with a school improvement adviser brokered from the Severn Teaching School Alliance. I observed pupils around the school and in their classes. I visited classes, undertook joint learning walks with middle leaders and looked at books. I also met with six pupils to seek their views of the school. I met parents at the start of the school day.

I took account of the 15 responses to the Ofsted online survey, Parent View, including 13 free-text responses, and the 28 responses to the staff survey. I reviewed a wide range of documentation, including the single central record, the school's self-evaluation, the school's development plan, several school policy documents, minutes of governing body meetings and the procedures for keeping pupils safe. I also checked the school's website.



# About our school



## Background

In January 2013, Hollinswood Junior School merged with Hollinswood Infant School and Nursery. Combining the expertise, passion and talents that existed in both establishments created a Nursery and Primary School that now benefits the community of Hollinswood.

## The School and its Environment

Serving the Hollinswood residential estate and Telford town centre area, the school incorporates two buildings on one site. The Bushell building, built in 1976, and the Farah building, built in 1980.

There are 11 teaching bases in the Farah site, 7 teaching bases in the Bushell site, and both feature shared activity areas. The school also has two halls each with integral PE equipment and audio-visual systems, and a separate dining room on the Farah site that is used for dance, drama and PSHE. Additionally, there is a studio, a cooking area, and two inclusion rooms. There is a private day nursery, ABC, which is based at the Bushell site, and a private afterschool and holiday club, Portalkids, which is based at the Farah site.

We have excellent outdoor play facilities including play equipment, quiet areas, football and basketball posts, and lots of outside seating. The extensive grounds include sports pitches and a pit-mound woodland area that has been developed for educational use including a Forest School. The school's location also enables the use of facilities such as the Telford Town Park, Telford Ice Rink and the Abraham Darby swimming pool.

In September 2019 we added a specialist provision hub to the Farah Site that caters for KS2 children with communication and interaction needs, including those with autism and associated cognition and learning difficulties. This provision is managed in partnership with Haughton Special School and provides an inclusive option which bridges the gap between special and mainstream schools. It offers greater choice for parents and means children with more complex SEND are educated alongside their mainstream peers. The children are on roll at Haughton School but wear the uniform of Hollinswood Primary School & Nursery as they are part of the school community.

As of June 2024, Hollinswood has 421 pupils on role (208 girls and 213 boys). This includes a 52-place nursery (26 part-time and 13 30-hours places). 194 pupils have English as an additional language and there are 37 different languages spoken in school. 123 pupils are eligible for free school meals, and 76 pupils are on the register for Special Educational Needs.

# Our Vision

At Hollinswood Primary School & Nursery we aim to develop every child's skills, knowledge and attitudes in order for them to become confident, independent and inspired learners.

We encourage the children to have high expectations and to contribute towards, reflect on and shape their role as learners - in addition to being responsible members of the school, the local area and wider community.

Through a context rich curriculum that goes beyond the school walls, children are given the confidence to aim high and to be the very best that they can be.

We see excellence in teaching and a love of learning as the key to succeeding in life. In a supportive, positive and caring environment our teachers and our learners are fully committed, focused on the task ahead, passionate in overcoming obstacles and alive for a challenge.

At the heart of our vision are our values. These are: being respectful, being resourceful, being resilient and being responsible. For more on these, please see [the school's website](#).

## Planning for the Future

Hollinswood Primary School & Nursery is a very good school. The school has a strong inclusive ethos secured across three phases (and two buildings) embedded in high expectations, where even the most challenging and vulnerable pupils behave well and enjoy their learning. Those who are newly arrived to the country are welcomed and provided with support which enables them to quickly flourish.

As a team of staff, governors, parents and children we reflect on our strengths and successes and consider how we should build on them, providing us with additional focus and direction. This contributes to our vision for the school. We know that:

- We are all proud of our school and of our achievements. We are proud to be a good school and recognise the hard work that has led us to that status.
- We are on track to be an outstanding school, recognising that some of what we do may already be deemed outstanding and need to plan, understand and aspire accordingly.
- We want to have a greater focus on our school community in terms of its history, our place in it and how we contribute to its present and future.
- We want to celebrate our increasing multicultural nature, welcoming and supporting all who join our school and ensuring that all school members thrive and progress further.
- We want the outdoors, sport and music to continue to be at the heart of what we do. Our vision of having a context rich curriculum that goes beyond the school walls is to be maintained and developed.
- We want to develop our curriculum further and through strong subject leadership ensure that the subjects are taught to a high standard and that all pupils are excited and engaged.

We plan to ensure that the points above are developed in a robust and measured way through our Raising Achievement Plan. This is based on our findings of how teaching and learning is carried out across the three phases, within the current Ofsted framework.



# Our Values

We are **resourceful**, we are **responsible**, we have **resilience**, and we show **respect** to others and our surroundings. This means that we aspire to:

- Take responsibility for our actions.
- See the positive in ourselves and others.
- Always try our best and never give up.
- Be polite, friendly, and respectful to all.
- Pay attention to instructions given to us, in order to keep safe.
- Behave sensibly and safely around school, showing awareness of other people.

= **The 4 Rs.**

Respectful - Resilient - Resourceful - Responsible





# Admissions Policy

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- The school's current admissions policy is operated by the Local Authority on behalf of the school. Full details of the information about the arrangements for admissions are set out in the L.A's information booklet. "Primary School Information Booklet 2023/2024". Copies of this booklet are available from the school office, school website or the School Admissions Team, Telford & Wrekin Council, Darby House, Telford, TF3 4JA. Email: [admissions@telford.gov.uk](mailto:admissions@telford.gov.uk).
- You can apply for a school place online at: [www.telford.gov.uk/admissions](http://www.telford.gov.uk/admissions)
- For September 2024 the admission limit for Reception is 30. The admission limit for each other year group (in KS1 and KS2) is the school's standard number of 60. The admission limit for our Nursery is 52 (13 for the morning session, 13 for the afternoon session and 13 for the 30 hours places.)
- Parents considering applying for a place at the school should arrange for a tour of the school with their child(ren).



# Organisation of the School



The children will spend two years in the Foundation Stage, two years in Key Stage 1 and four years in Key Stage 2. Each age group is classified as follows:

Age	Year
<b>Foundation Stage</b>	
3 years old (Term after 3 <sup>rd</sup> Birthday)	Nursery
4 – 5 year olds	Reception
<b>Key Stage One (KS1)</b>	
5 – 6 year olds	Yr 1
6 – 7 year olds	Yr 2
<b>Key Stage Two (KS2)</b>	
7 – 8 year olds	Yr 3
8 – 9 year olds	Yr 4
9 – 10 year olds	Yr 5
10 – 11 year olds	Yr 6

The number of pupils on the roll and the number of pupils in each year group govern the arrangements of the classes. **Class sizes are kept as balanced as possible and cannot exceed 30 pupils in each class (only applies to Reception and KS1).** Within each class, pupils are taught individually, in groups or as a whole class but always according to their needs and abilities.

**From September 2024 it is planned to organise the school into 14 classes, including 1 nursery sessions. All classes will cater for a full range of abilities across the National Curriculum and Early Years and Foundation Stage.**

Teaching at the school is based on the individual needs of the child so being in a class with older or younger children does not affect the learning progress of any of the pupils. Teachers use a variety of whole class teaching and group work activities.

Each teacher spends a minimum of one hour each day teaching literacy skills. The children have a daily numeracy lesson. The curriculum is organised around themes which are studied on a one year cycle. **The national curriculum core subjects of Mathematics, English, Science, Computing and RE are developed through the themes, as well as the foundation subjects of Art, Music, History, Geography, P.E. and Technology.**

In KS2, the children are taught Spanish.

PSHE education is taught across the whole school. Pupils develop the knowledge, skills and attributes they need to keep themselves healthy, safe and prepared for life and work. At Hollinswood Primary School, we follow the 'Jigsaw' programme. Jigsaw is a unique, progressive and effective scheme of work, aiming to prepare young people for life, helping them really know and value who they are and understand how they relate to other people in this ever changing world. We include the statutory Relationships and Health Education within our whole-school PSHE Programme

Daily worship and lunch or other breaks do not count as teaching time.

# Times of the Day



Hollinswood Primary School & Nursery Whole School - School Day Timetable		Lower KS2	
Responsible	<b>Nursery AM</b>	<b>Reception</b>	<b>KS1</b>
	8.45am - Doors Open 9.00am - Registration 9.10am - Teaching 10.15am - Snack Time 11.00am - Teaching 11.45am - Home Time	8.40am - Doors Open 8.50am - Registration 8.55am - Teaching 10.30am - Break Time 10.45am - Teaching 12.00pm - Lunch Time 1.00pm - Teaching 2.00pm - Snack Time 2.15pm - Teaching 3.10pm - Home Time	8.40am - Doors Open 8.50am - Registration 8.55am - Teaching 10.30am - Break Time 10.45am - Teaching 12.00pm - Lunch Time 1.00pm - Teaching 3.10pm - Home Time
Respectful	<b>Nursery PM</b>	<b>CLUBS</b> After school clubs run termly, starting at 3.15pm till 4.15pm unless otherwise stated.	<b>Upper KS2</b>
	12.15pm - Doors Open 12.30pm - Registration 12.40pm - Teaching 2.45pm - Snack Time 3.00pm - Teaching 3.15pm - Home Time		8.45am - Doors Open 8.50am - Registration 8.55am - Teaching 10.30am - Break Time 10.45am - Teaching 12.00pm - Lunch Time 1.00pm - Teaching 3.15pm - Home Time

**DREAM BIG,  
WORK HARD,  
MAKE IT  
happen.**

Children attending the 30 hours nursery session will follow the timetable for both nursery AM and PM. They will have a lunch break at 12.00pm.



**We encourage all children to wear a school uniform - we like to see children looking smart and ready to learn in appropriate school clothes.**



# School Uniform Policy

This consists of:

- Grey or Black trousers/skirts/pinafore dresses;
- Forest Green school sweatshirt/cardigans/jumpers (Logo Optional);
- White/Forest Green polo shirts/blouses/shirts (Logo Optional);
- Grey/White socks;
- Black shoes.
- **Trainers/boots/high heels/pumps are not allowed.**

## Summer Wear

- Grey shorts/trousers, White short sleeved shirts or White/Forest Green polo shirts (Logo Optional);
- Green and White check/gingham dresses, White socks;
- **Sandals are not suitable footwear for playtimes, school shoes must be worn.**



# School Uniform Cont.



The school does not hold a uniform stock. Uniform items can be purchased from the supplier **Bakers, School Wear Specialists** who have shop in Wellington High Street. Alternatively items can be purchased online through their website <http://www.bakerandsonschoolwear.co.uk>. Or non-logo items can be bought more widely, e.g. from 'high-street' retailers.

The current uniform items for purchase/order and their prices are:

Item	Size Range	Price Range From
<b>Green Polo Shirt with Logo</b>	Sizes Small to Size 13	£8.95 – £10.95
<b>Forest Green Sweatshirt with Logo</b>	Size 22 to Size 38	£11.50 – £13.50
<b>Forest Green Cardigan with Logo</b>	Size 22 to Size 36	£12.50 – £14.50
<b>Forest Green Fleece with Logo</b>	Sizes Small to Size 13	£14.95 – £16.95
<b>Forest Green Book Bag with Logo</b>	One size	£6.95
<b>Forest Green Backpack</b>	One size	£7.95
<b>Forest Green PE Bags with Logo</b>	One size	£5.50

**If you use the discount code HOLLINSWOOD at the checkout stage, items delivered to school are free.**

Sweatshirts are collected in school from parents who feel they no longer have use for them. These are available to parents at no cost on request if we have them.

Children are expected to take pride in their appearance therefore jeans and tracksuits are not allowed. It is expected that children will wear shoes at school as trainers are not suitable for wear throughout the day. Shoes with a heel height of more than 5cm (2 inches) will not be allowed. **Jewellery must not be worn to school. It is often lost, damaged and can be dangerous. For safety reasons ear-rings, other than studs should not be worn. All studs must be removed for P.E. sessions or covered with tape. Nail varnish is also not allowed. Exceptions can only be made for medical or religious reasons.**

## PE/Sports Lessons

Children can come to school in their PE kits but must wear their school jumper. The PE uniform consists of shorts and T-shirts for physical education lessons. In the winter, track suits and sports shoes/trainers should be worn for outdoor games.

**P.E. T-shirts are available for purchase from school in a range of colours. They can be purchased for £2.00 through your Parentpay accounts.**

**All of your child's clothing and belongings should be labelled with his/her name.**



# Magic Breakfast

Our school has joined the government's National School Breakfast Programme (NSBP). As a NSBP school we are pleased to offer a healthy school breakfast, available to all pupils, and enjoy the benefits that this brings such as children being settled and ready to learn at the start of the school day.

Bagels are provided and available in all classes when the child arrives to school in the morning.

The breakfast bagel scheme is optional for children and is not intended to replace what you do at home.



# Lunch Arrangements

Telford & Wrekin Catering prepare the school meals and cook them on site. There is a single choice hot menu with a vegetarian option available. There is also the option to order a sandwich/wrap with a choice of fillings. The school promotes healthy eating and the children are offered a balanced healthy meal.

**As of April 2024 the price of a school meal is £2.60 per day.**

**From September 2014, all children in Reception, Year 1 and Year 2 have been eligible for a cooked school lunch at no cost to you!** This is a Government policy called **Universal Infant Free School Meals (UIFSM)** and is aimed at improving academic attainment for infant children and to help families save money. This is different to the income assessed Free School Meals.

The children in Reception and KS1 eat in the school hall at the Bushell site. Children in KS2 eat in the dining hall at the Farah site. A carefully supervised cafeteria system is in operation and our youngest children are given help with this. If your children have any particular dietary needs please let the school know.

Children who bring packed lunches also eat in the hall and dining room and also have the benefit of school supervision. **We do ask that lunch boxes are clearly marked with your child's name and that drinks are in an unbreakable container and appropriate hygiene precautions taken e.g. ice pack.** Cups and spoons if needed should also be in the lunch box. **We ask parents to support our healthy eating programme by providing their children with healthy items in their lunchboxes. Children are not allowed sweets or fizzy drinks in their lunch boxes.**

All school meal income is the responsibility of Local Authorities Catering Services. A cashless system is operated by the school/catering staff. **The preferred method of paying for school meals is through the online payments system ParentPay.**



Payments for school meals made through ParentPay are allocated against your child's meal account. If your child's account is overdrawn then the school office will contact you to discuss alternative lunch arrangements for your child until the account is clear. **If you have any queries regarding school meals please contact Mrs Dennis in the kitchen on 01952 386959.**

High standards of behaviour and table manners are expected during the midday break. Children may go home for lunch, and should return to school just before 1.00pm (For FU/KS1 and Yr 3 and 4). For Yr 5 and Yr 6 they should return by 1.20pm. This is in accordance with our Fire Safety policy.





## Our Senior Leadership Team

- Mrs Kath Osborne – Headteacher
- Mrs Emma Morris – Deputy Head and Teaching and Learning Lead
- Mrs Clare Tipton – Early Years Foundation Stage Lead and Class Teacher
- Mrs Sophia Szehofner – Reading Lead and Class Teacher
- Mrs Samantha Jones – Inclusion Lead and SENCO
- Mr Ben Sheppard – Curriculum Lead and Class Teacher



# Our Teaching Staff



## Top Row –

Mrs Lea-anne Firman  
Miss Rebecca Thomas  
Miss Leah Chantry  
Mrs Lizzie Colbert  
Mrs Emily Powers  
Mrs Karen Gibbons



## Middle Row –

Mrs Natale Hayward  
Miss Grace Atkinson  
Mrs Shona Barrow  
Mr Dan Noble  
Miss Holly Woodhall  
Mrs Clare Tipton



## Bottom Row –

Mrs Nicky Lort  
Mrs Alison Needle  
Mrs Karen Mann  
Mrs Hannah Hughes  
Mrs Sophia Szehofner  
Mr Ben Sheppard

# Our Classroom Support Staff



**(Top Row)** - Miss D Lloyd, Mrs L Sheppard, Miss J Torrens, Mrs J Johnson **(Middle Row)** - Miss K Adcock, Mrs S Finlay-Bearblock, Miss S Commander, Miss D Nyantakyiwaa, Miss C Hawkins, Mrs R Young, Miss E Raine, Mrs D Gywnne, **(Bottom Row)** - Miss A Markham, Mrs D Young, Miss C Trower, Mrs K Curzon, Mrs K Downs, Mrs D Brookes, Mrs E Reader, Mrs L Cleary-Penston.

**Our Inclusion Team**



**Miss Scott**



**Mrs Newbrook**

**Our Administration Team**



**Mrs O'Reilly**



**Mrs Tipping**



**Mrs Gill**



**Mrs Hitchin**

**Our Sports Team**



**Mr Chau**



**Mr Jones**

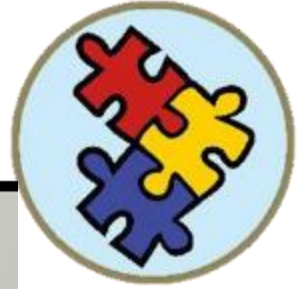
**Our Caretakers**



**Mr Norton**



**Mr Thomas**



# Other Contracted School Support Staff



<b>Caretaking</b> Mr Roy Norton Mr Andrew Thomas	Caretaker – Farah Caretaker – Bushell	<b>Catering/Serving</b> Mrs Kathy Dennis Mrs Lorraine Dodson Mrs Louise Frost Mrs Jane Sumnall Mrs Megan Dykes	Head Cook Cook/Server Cook/Server Cook/Server Cook/Server
<b>Cleaning Staff</b> Mrs Julie Johnson Mrs Lorraine Dodson Mr Chris James Mrs Mandy Terschowitz Miss Tracey Addison Mrs Louise Satterthwaite Mrs Lisa Cleary-Penston	Chargehand Cleaner Cleaner Cleaner Cleaner Cleaner Cleaner		
<b>ICT</b> Mr Riaz Mansurali	ICT Gold Technician		

## School Governors –

The Governing Body is the school’s accountable body. It is responsible for the conduct of the school, management and direction of the curriculum, the budget and for promoting high standards.

The Governing Body aims to ensure that children are attending an effective school which provides them with a good education and supports their well-being.

The Headteacher is accountable to the Governors for the internal organisation and daily running of the school. In September 2024, our Governors are

<b>Community/Co-opted Governor(s)</b> Mrs Penny Hustwick (Vice Chair) Miss Emma Morris Mrs Katrina Baker (MBE) Mr Andrew Thomas	<b>Parent Governor(s)</b> Mrs Gemma Smith* Mr Justin Tyrer* Mrs Sam Barrett* Mrs Clare Lo*	<b>LA Appointed Governor</b> Mr Andrew Baker (Chair)
<b>Non-Teacher/Staff Governor(s)</b> Miss Rebecca Thomas	<b>Head Teacher Governor</b> Mrs Kath Osborne	<b>Associate Governor</b> Mrs Debbie Young*

Clerk to Full Governing Body – Mrs Catherine Coltman  
 Clerk to Committee Meetings – Mrs Donna O’Reilly

\*Governors have/previously had children at the school.

# Our Curriculum Intent

At Hollinswood Primary School & Nursery our curriculum develops 4 key values in our children. We call these The 4Rs.



## Being Respectful.

- ❖ Children are encouraged to respect the ideas, attitudes, values and feelings of others regardless of race and culture.
- ❖ Children are encouraged to treat others fairly and with kindness, respect and encouragement.
- ❖ Children are taught to respect, value and support each other as learners and their learning environment.
- ❖ Children are taught about the environment and how they impact on the environment and the world around them.

## Being Resourceful.

- ❖ Children will become confident, resourceful, enquiring and independent learners.
- ❖ Children will have the mental agility to transfer the skills and knowledge they have learned to solve problems and embrace new opportunities.
- ❖ Children will be able to build on prior knowledge and skills.

## Being Resilient.

- ❖ Children will be encouraged to take pride in their work and the work of others.
- ❖ Children will be confident to take risks.
- ❖ Children will develop a 'have a go attitude.'

## Being Responsible.

- ❖ Children will recognise their own mistakes and errors as a learning opportunity.
- ❖ Children will have high expectations for themselves – learning behaviour, progress in learning, presentation, and personal conduct.
- ❖ Adults and children establish positive working relationships in the classroom and around school.



# Early Years Foundation Stage



In the Foundation Stage children are taught about different cultures and ways of life. They are encouraged to talk about their own lives and experiences and how they may be similar or different to their friends, developing a respect for themselves and others around them.

Children are given the opportunity to explore the environment and make links between different areas of their learning. This develops the children's resourcefulness, and the ability to transfer their skills to solve problems independently.

Through supportive interactions with staff in a safe environment, children are continually challenged and encouraged to take risks in their play. Staff support the children to be resilient to challenges by modelling and supporting a 'have a go attitude'.

In the Foundation Stage children are encouraged to take responsibility for themselves, their actions and their learning. Children are expected to take care of their belongings and show respect for other people's belongings and their environment. We encourage and support children to take responsibility for their actions and see problems as a learning opportunity.

The Foundation Stage is where the Four Rs are introduced. These are **Respectful**, **Resourceful**, **Resilient** and **Responsible**. We support the children to become respectful, resourceful, resilient and responsible learners, by providing opportunities through a responsive and progressive curriculum. We provide a range of activities and experiences that encourage children to take risks, explore and make links between their explorations. The children are actively encouraged to learn through play, and carefully structured, practical experiences which are led by their interests.



# Curriculum Offer

Our curriculum is mapped from Nursery to Year 6, ensuring that all pupils acquire the necessary knowledge and skills in each of the subjects. The curriculum is sequenced so that children build on knowledge and skills taught in previous years.

We have devised progression grids for each subject which outline the knowledge and skills which children will acquire by the end of each year group. These grids are used to plan units of work and to assess pupils' progress. When planning the curriculum, subject leaders will link foundation subjects in a theme, however some subjects may remain standalone if they do not fit into the theme.

## Core and Foundation Subjects

Our school teaches all core and foundation subjects as required by the National Curriculum.

Core subjects include English, Mathematics and Science, and Foundation Subjects include Computing, History, Geography, Art, PE, Design Technology, Music, Modern Foreign Languages, RE, PSHE and SMSC. The school places great emphasis on developing 'British Values' through its creative curriculum and whole school projects.

Year 6 children take part in STAR, a drug awareness project led by a designated Police Officer. Children in Year 6 also participate in 'Crucial Crew' which is a multi-agency initiative focused on developing safeguarding skills and personal resilience.



# Curriculum Offer Cont...

## Reading

The children in our Nursery setting access phase 1 phonic lessons before beginning the Bug Club Phonics programme. The children in Reception, Year One and Year Two (autumn term) have daily phonic lessons. Following the phonics lesson children will read a phonetically decodable book from our chosen scheme, matched to their phonetic ability. Children read the same book each day and take this same text home to help increase fluency when reading. In addition to this the children also choose a book to take home to read for pleasure from the class library.

From Year 2 (Spring Term onwards) and Key Stage Two teachers plan their reading lessons following Kala Williams Read Master approach. The aim of this approach to the teaching of reading is to maximise teaching time to encapsulate a balance between pleasure and attainment by providing clear systematic practise with practise strategies and to develop probing readers who question what they read, seek clarity and achieve independence.

## Relationship & Sex Education

At KS1 and KS2, this center's on the growth and development of babies and animal young, basic hygiene, relationships and caring for others. Children will learn the correct names for body parts as part of the Science curriculum. The school policy does not isolate health or sex education, take it out of context or over emphasise it. Children's own questions are answered sensitively as they arise. Our school policy is available for parents to see. Parents have the right to withdraw their child from all or part of the sex education. Parents would need to contact the Headteacher should this be required.



# British Values at Hollinswood Primary School

## Tolerance of different cultures and religions

Together, we are a community who respect, care and understand each other

The tower of a place of Worship

## Mutual Respect

We respect others and expect them to show us respect

Wedding ring finger

## Rule of Law

We respect the rules of our school and laws of society

Pointing

## Democracy

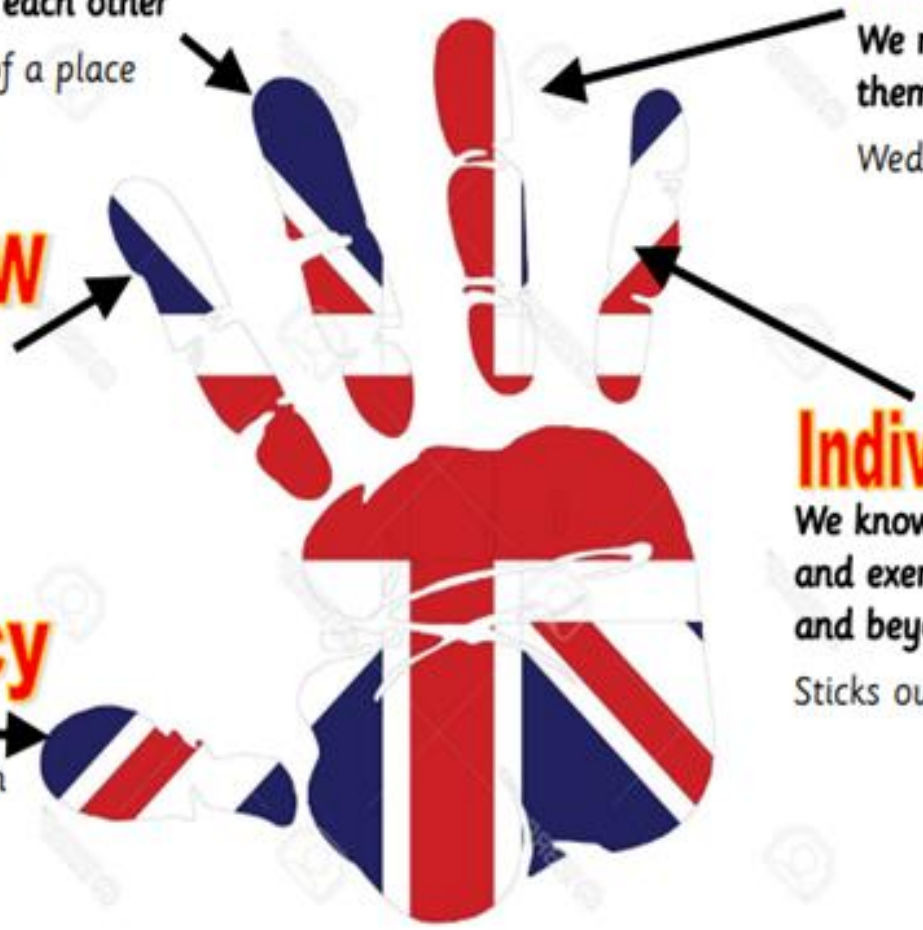
We all have a say.

Thumbs up, thumbs down

## Individual Liberty

We know our human rights and exercise these in school life and beyond

Sticks out on its own



# Curriculum Offer Cont...

The golden threads and themes that run throughout and across the curriculum are:

- Heritage
- Diversity
- Community and belonging
- Sustainability
- Change and causation

These themes and ideas are embedded across the curriculum and directly plug children in to understanding the world around them. They further deepen children's understanding of the school values: responsibility, resourcefulness, resilience and respectfulness.

We want our pupils to form attachment with their school and wider community. Our heritage curriculum encourages our pupils, who come from around the world -or from part of what is a relatively new estate- to feel a sense of understanding and belonging to their community from past to present.

Furthermore, Hollinswood is a diverse community, as is Telford; therefore, we encourage and celebrate the multi-cultural nature of our school- readying them for life in modern Britain. This also encourages pupils to develop mutual respect, understand laws, protected characteristics and ideas around democracy.

Sustainability is a key idea in our curriculum too and as the climate changes -and the world around them does- we want to encourage the pupils to recognise their role in the world and encourage them to be pro-active in dealing with problems, understanding change and their place in the world.

# Curriculum Offer Cont...



## Collective Worship

- Collective worship provides opportunity to develop pupils spiritually, morally, socially and culturally. Our weekly assemblies include learning about interesting cultural traditions and their meaning, listening to stories with a moral message and reflecting on themes that underpin our PHSE curriculum.
- Collective worship draws pupils' attention to our school values of respect, resourcefulness, resilience and responsibility. Collective worship is about the growth of the person, their character and social outlook, whatever their academic aptitudes.
- School based worship is based broadly on Christian values and also encompasses the other religions that reflect our school's diverse community, following the guidance set out in the Agreed Syllabus.
- Contributions of staff, pupils and visitors to school are valued highly. Weekly Friday assemblies recognise and celebrate the achievement and successes of pupils all curriculum areas.

## Religious Education

The aims of Religious Education are;

- To stimulate interest and enjoyment in Religious Education.
- To prepare pupils to be informed, respectful members of society who celebrate diversity and strive to understand others.
- To encourage students to develop knowledge of the beliefs and practices of religions and worldviews, to develop informed opinions and an awareness of the implications of religion and worldviews for the individual, the community and the environment.
- To enable pupils to consider their own responses to questions about the meaning and purpose of life.
- At Hollinswood Primary School, we teach RE to all classes using the Telford and Wrekin SACRE curriculum, providing opportunities for the pupils to develop concepts, knowledge, skills and attitudes through questioning and active learning.
- 'We are proud to teach inclusive and plural RE, following the local Agreed Syllabus, to all our pupils, and to respect and affirm all the religions and worldviews represented in our community. We are happy to talk to parents about RE. We do not support selective withdrawals from RE'. (T&W Agreed Syllabus 2021).

# Curriculum Offer Cont...



## **PE & Games**

Children have up to 2 hours of physical activity per week. This is made up of two PE lessons per week. Additional physical activity is encouraged daily in mid-morning and lunchtime playtimes. Children develop their skills in movement and coordination and enjoy expressing themselves in a variety of situations.

## **Music**

Music is an art form that puts sounds together in a way that people like or find interesting. Most music includes people singing with their voices or playing musical instruments. It can be used to express a range of experiences, environments, and emotions.

At Hollinswood Primary School, we follow a programme called 'In Harmony'. It is a national programme that aims to inspire and transform the lives of children, using the power and disciplines of ensemble music making. The children are taught to read music and play instruments by professional musicians. Year groups learn different instruments, so that orchestras can be formed where the children play together. The various instruments being taught are glockenspiels, drums, violins, cellos, flutes, clarinets, trumpets, trombones, and French horns.

## **Homework**

Children are provided with homework activities in their home/school reading diary. The activities follow-up or extend the reading skills taught by the teacher and provide parents with a focus to help their child in other subjects. For the Foundation and Key Stage 1, children are provided with a range of homework. Each term the children will be given a set of tasks to do at home, with their parents that links in with the theme being covered that term. The homework usually extends and consolidates work done in class during the week. The homework is intended to be motivating and also begins the process of self-discipline that will be needed to complete more extended homework as the children get older.

The children in Key Stage 2 are also given homework in the form of a project/set of tasks to choose from each term. The projects/tasks are based around the theme they are studying that term and suggestions for tasks will always be given.

# Curriculum Offer Cont.....

## Forest School

At Forest School children will have the opportunity to explore and respond to nature; to play in a natural setting with less restrictions on their creativity and risk taking; to complete physical and mental challenges; to extend their Geography, History, D&T and Science work through real contexts and take part in exciting activities including foraging, cooking, fire lighting, bug hunting and den building which build upon and complement their learning in school.

Children at Hollinswood Primary School have opportunities to do Forest School in every year group. We are lucky enough to have the Pit Mound, an extensive wooded area, as part of our school grounds where the children go for the majority of their Forest School sessions.

Learning doesn't begin and end at the classroom door. As well as teaching the national curriculum subjects, we believe that it is important to offer our pupils further experiences that will contribute to their development.

Learning outdoors at Forest School enables children to gain independence; the tasks they do encourage team work, social skills and the development of self-confidence and the greater adult to pupil ratio means that there are many more opportunities for children to talk to adults and to each other, improving the important communication and language skills.

Today's children spend less time outdoors than their parents and grandparents did. They are missing out on physical activity, learning about the natural world, and the opportunities to make decisions and take risks. Forest School can offer children these experiences in a safe environment; adults introduce activities and support, but also allow children to plan their own activities and then observe them from a distance.

All of the skills that children improve and gain at Forest School can and do impact upon their learning back in the classroom. We hope that as a result of being outdoors, children will in turn encourage their own families to spend more time outside, enjoying and finding out more about the natural world.



# Assessing Pupil Progress

All children in the Nursery and Reception classes build up their Foundation Stage Profiles. A Reception Baseline Assessment is carried out in the first 6 weeks of a child starting their Reception class.

All Year 1 children are required to be formally assessed on Phonics. All children who are in Year 2, undertake Assessment Tests in Reading, Writing and Mathematics with Teacher Assessments in Science. These are used to inform teachers judgements at the end of the key stage.

All Year 4 children undertake the Multiplication Tables Check (MTC). The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. It will help us to identify pupils who have not yet mastered their times tables, so that additional support can be provided.

All Year 6 children undertake (Statutory Assessment Tests) SATs to assess their attainment in Reading, Spelling, Punctuation and Grammar and Mathematics, with Teacher Assessments in Writing and Science. The test results for KS2 are published annually. The only exception will be for those children who have been formally disapplied from the assessment arrangements because of specific Special Educational Needs.

The school follows the statutory assessment arrangements each year. Since the revised National Curriculum became statutory in September 2014, schools are no longer required to use National Curriculum levels and choose a method of pupil assessment which suits their setting and demographic.

At Hollinswood Primary School, in Key Stage One and Key Stage Two teachers use assessments for all subjects to determine whether a pupil is pre key stage, below the expected standard, working towards, working at the expected standard or working at greater depth. A 'Best Fit' approach is then used to decide where a pupil is working. However a pupil must meet all of the 'expected standard' criteria in order to be working at this standard by the end of the year.

Assessments are recorded and analysed termly. Intervention is in place for pupils who are not on track to achieve the expected standard.

All teachers are involved in assessing pupil progress and attainment and keep detailed records of all children, who are rigorously tracked. This information is regularly reported to the Governing Body.

# SEN Policy



The school has a strong policy and reputation for helping children with such needs, including children who are academically very able. There are designated teachers who supervise the learning of all children needing this assistance and support.

The school's Special Educational Needs policy is based on the code of practice and following principles:

- That all teachers are teachers of children with Special Educational Needs and have a responsibility to meet those needs with the advice and support of the school Special Educational Needs;
- Co-ordinate external professionals as appropriate;
- That all children are entitled to a broad, balanced and relevant Curriculum which includes the National Curriculum;
- That needs will be identified at an early stage and progress monitored using the Special Educational Needs Code of Practice threshold system;
- Those pupils with Special Educational Needs will be fully integrated into the life of the school, enabling them to maximise their potential as learners, physically, intellectually, socially and emotionally and to contribute to the social and cultural activities of the school;
- All school staff and the parents of the children will be involved in working together to meet the children's needs.

# Safeguarding and Child Protection Procedures

- Under the Education Act 2002 (Section 175), schools must make arrangements to safeguard and promote the welfare of children. Parents/carers should know that the law requires all school staff to pass on information which gives rise to a concern about a child's welfare, including risk from neglect, physical, emotional or sexual abuse. The staff will seek, in general, to discuss any concern with the parent/carer, and where possible inform them of the referral to Family Connect. This will only be done where such discussion will not place the child at increased risk of significant harm.
- In accordance with the local information sharing protocols, we will ensure that information is shared effectively and sensitively. Information will only be shared with other services where it is deemed necessary and proportionate to ensure that children and young people are safe and receive the right service.
- Schools will seek advice from Family Connect when they have reasonable cause to suspect a child may be suffering or likely to suffer significant harm. Occasionally, concerns are passed on which are later shown to be unfounded. Parents/carers will appreciate that the designated person for the child protection was carrying out their responsibilities in accordance with the law and acting in the best interests of all children. The school has adopted the Local Authorities Child Protection and Safeguarding Policy. The Headteacher and staff undertake regular safeguarding training to keep updated with current practice and legislation. All staff have received the designated National 'Prevent' training.
- If any parent has any concerns regarding a child/family outside of school hours, please contact the police or Family Connect: 01952 385385. All calls to Family Connect are confidential.
- The Designated Safeguarding Lead (DSL) is Mrs Kath Osborne (Headteacher). The DSL Deputies are Mrs Emma Morris (Deputy Headteacher), Mrs Sam Jones (Senior Teacher & SENCO), Miss Abby Scott and Mrs Sue Newbrook (Inclusion Leaders). Our designated Governor for Safeguarding is Mrs Penny Hustwick. Our Online Safety Lead is Mrs Karen Gibbons (Teacher).



# Extra-Curricular Activities



## Outdoor Education and Residential Visits

An essential part of our pupils learning at school are the education visits and residential visits, of which there are many each academic year. We see these as a vital part of learning and they are key to our philosophy at Hollinswood. We are committed to offering this rich source of learning. Risk assessments for the visits are carried out before the visit takes place and we will comply with any standards set down by the Local Authority.

## Charging for school activities

On the 1st April 1989 it became illegal to charge for school activities which largely take place in school time. Sometimes however, funds are such that some worthwhile activities cannot take place without financial assistance from parents/carers. Section 118 of the Education Reform Act does not restrict schools from seeking voluntary contributions for the benefit of the school or any school activity. Our Governing body has drawn up the following general charging policy:

1. Where the school wishes to participate in activities where charging is not permitted and there are insufficient funds to meet the cost of such activities, the school will seek voluntary contributions from parents/carers;
2. The Headteacher will decide what proportion of the cost of an activity can properly be charged to public and non-public funds;
3. Where parental financial support is needed, a letter will be sent to parents setting out the nature of the activity and the individual contribution sought;
4. There is no obligation to contribute. Children of non-contributing parents/carers will be treated no differently from children of contributing parents;
5. Should insufficient funds be raised, relevant activities will not take place and parents/carers will be advised accordingly.

Supervision will also comply with any standards set down by the Local Education Authority.

The Council provides insurance cover to protect your children should they suffer injury, damage or loss through negligent acts by staff or others engaged on Council business. The Council does not provide any personal accident insurance (i.e. where no-one is either negligent or to blame) or cover for personal effects. We have, therefore, decided to take out our own policy to provide personal accident cover for all outings/trips. Details of this cover are available from the school if requested.

# Examples of some of our past Educational Visits and Visitors to School

## Educational Visits

Forest Schools (on-going)	Arthog Residential (Years 2, 5 and 6)	Arthog Outreach (Yr 2 and Yr 5)
Veolia Recycling Plant	Wroxeter Roman City	Coalport Residential (Yr 3 and Yr 4)
Shrewsbury Museum	Yr 5 and Yr 6 Wilderhope Residential	Telford Town Park
Shropshire Hills Discovery Centre and Ludlow Museum	The Wrekin	Abraham Darby Swimming Pool
Blist Hill Museum and Ironbridge River Visit	Southwater Library/Church	Llandudno Beach/Pier Visit
RAF Cosford	Crucial Crew	Oakengates Theatre
Young Voices Concert (LG Arena Birmingham)	Various Schools for Sporting Competitions	Much Wenlock



## Educational Visitors to School

- Road Safety Education
- Eatwell Project
- Bikeability
- STAR Project
- In Harmony
- Ancient Greek Workshop
- Shropshire Fire Service
- Pam Spellen
- NSPCC
- Police
- Portals to the Past



# Lunchtime and Afterschool Activities



Each term, a diverse range of lunchtime and after school clubs are offered to the children at no cost to parents. The afterschool clubs are held between the end of the school day and 4.15pm. These should not be seen as childcare as they may change according to the term and the staff availability.

The school has its own choir and regularly takes part in local and national events.

Once places are allocated for each club, children will be expected to attend all sessions, as attendance registers are kept for all clubs. If a child misses three consecutive sessions at any club, then the place will be re-allocated. If children, are unable to attend a club, parents must inform the school in advance, by letter or telephone. If for any reason a club has to be cancelled, the school will try to give children and parents advance notice. If parents cannot be contacted, the children will remain safely in school.

In line with the school's Behaviour policy, we have the highest expectation of good behaviour in all school clubs/activities. If any child behaves inappropriately, they may be withdrawn from the club.

Occasionally we may offer clubs run by external providers. These may incur a small cost for this provision, but parents will be informed of this.

## Examples of Our Lunchtime/Afterschool Activities

Girls Football (KS2) – Afterschool	Boys Football (KS1 and KS2) – Afterschool	Crossbar Dance (KS1) – Afterschool
Summer Sports (KS2) – Afterschool	In-Harmony Music Clubs (KS1 and KS2) – Afterschool	Multiskills (KS1) – Afterschool
Gardening Club (Whole school) - Lunchtime	Eco Club/E-Cadets/School Council – Afterschool and Lunchtime	Drama Club (KS2) - Afterschool



# Transition Arrangements

## Moving to New Year Groups and Classes

“The child who faces transition with love and support will view the change in a more positive light”

Transition is a time of change and a natural part of life and growing up. Handled well, it makes us stronger people. We support every child and make this a time when to look forward to and the changes it will bring; an exciting time for them, so that they can deal with it with confidence. They need to anticipate the changes in a positive way. You have an important role to play in supporting your children with this, giving them encouragement and being positive about this time of transition.

## Starting Nursery

The earliest age a child can start our nursery is the term **after** they turn three.

A child born on or between	Will become eligible for a free place from	Term Starts
1 April and 31 August	1 September following their third birthday	Autumn
1 September and 31 December	1 January following their third birthday	Spring
1 January and 31 March	1 April following their third birthday	Summer

The school is required to see a copy of each child’s Birth Certificate as part of the admission’s procedure. A copy of the certificate will be kept on file in school.



## Starting Nursery Cont...

Parents may apply at any time for a place for their child. All parents applying will be asked to complete an application form. Where there are more applications than places, all applications received will be considered using the oversubscription criteria only. The date of application will not be taken into account when allocating places.

Parents will be informed that they have been offered a place no later than the end of the week after half term, of the term before entry to the nursery. Parents will need to confirm with school that they accept the nursery place offered. If the child does not attend within the first two weeks of the start date, then the school will try to make contact with parents to establish a reason. If no contact can be made, then the offer will be withdrawn and the next child on the list will be offered a place.

Children will attend a phased induction to the nursery in the term they start nursery. This may involve attending some 'Stay and Play sessions'. In these sessions, parents will be able to play alongside their child and the other children in the setting. You will see the environment and get to meet some of the children and staff that your child will be with when they start nursery.



## Nursery to Reception

*"You must apply for a place in the reception year group (Year R) even if your child is already the nursery class at a primary school. This is because a place at a nursery class does not guarantee your child a full-time place at that school. Even if you already have an older child attending the school you need to apply for a place for your younger child."*



### **Taken from Telford & Wrekin Council - Primary Schools Information Booklet**

There will be a range of information sent to parents in the second half of the Summer term for those children joining us in the Reception classes in the September. This is an opportunity for us to share with you an overview of how your child will be learning and some of the experiences they will have when they start nursery. It is also an opportunity for you to meet the staff and ask any questions you may have.

During the Summer Term all the schools nursery children have regular opportunity throughout to play and investigate in the Reception classrooms we have. This happens in small groups, with the support of their key worker. This means that before they start school full time, the Reception environment is already a familiar place to them.

In the second half of the Summer term, the children will be given the opportunity to come into school to meet their new class teacher and friends and spend some time in their new class.



### **Reception to Key Stage 1**

Throughout the Reception year your child's involvement in whole school life will have been built upon. Many of the teaching and support staff will already be familiar people to them. They will have taken part in Key Stage 1 and whole school assemblies as well as sharing playtimes with the Key Stage 1 children.

When it comes to your child to move to Key Stage 1 your child will have the opportunity to meet their new class teacher and spend some time with their new class teacher in the second half of the Summer term.

There will also be information sent to you to find out how your child will be learning and what experiences they will have.

### **Key Stage 1 to Key Stage 2**

During the Summer term, Year 2 look forward to moving to the Farah Site (Key Stage 2). When moving to Key Stage 2 we do appreciate that the children will sometimes have worries about moving to a new class; a new site; a new teacher; new classroom rules; the level of work and changes of friends. We will ensure that all these worries are discussed in an open and supportive way.

For all stages of transition within school, information packs will be organised for parents to discuss all relevant matters.

### **Key Stage 2 to Secondary**

When your child comes to the end of their Primary School career in Year 6, there will be a number of occasions where they will get to experience their chosen Secondary schools. Information is given to parents of all children during years 5 and 6 and taster sessions are usually arranged for the children to spend at least two days in their new schools in the Summer term of year 6.

# Extended Schools

## **Breakfast Club – Contact Mrs Gill**

A Breakfast Club is available every school day for full time school age children. The club runs from 7:45am. It is held on the Farah site. Children can arrive any time between 7:45am and 8:30am. Children can attend the club on any morning as long as they have registered. There is no need to book a place. The cost for each session is £2.50. If your child is in receipt of free school meals then the cost is £1.50.

## **Portalkids Afterschool Club – Contact Mrs Newbrook**

Portalkids provide a fun and exciting After School Club run in the Farah site. The children are collected from their classes. During sessions children take part in both structured sessions and free play. As well as this, many sessions take place outside either on the adjacent field or by walking to Hollinswood and Randlay Valley or the Town Park. For more information, please pick up a leaflet from the school office.

Portalkids can be contacted by emailing [admin@portalkids.co.uk](mailto:admin@portalkids.co.uk) or by phoning 07476 752800. (Answered during opening hours, texts taken at other times)

## **ABC Day Nursery & ABC Afterschool Club – Contact Miss Fletcher**

In addition to the school nursery we also have a private nursery provider at school who are based on the Bushell site. They offer professional day care on a full time and part time basis for children aged 3 months to 5 years. ABC Day Nursery provides wrap around day care Monday to Friday, 51 weeks a year, from 7:45am to 6:00pm.

An After School Club is also available under the management of ABC Nursery for 5 to 11 year olds called "Hollies Afterschool Club". There is a limit on the number of children they can take for the after school club.

If you would like further information regarding ABC Nursery, including the After School Club, then please ring Penny, Donna or Kim on 01952 289168. Or visit <http://www.abc-daynursery.co.uk/>



# School/Home Links

## Parents Contact with School

Children can learn best when parents are involved with their child's education and have a close partnership with school. A close contact between home and school increases our understanding of the child and helps us to provide programs of work best suited to the needs of the individual. Should any problems then arise, solutions become easier if the school and home together take joint action.

To ensure that you are involved with your child's education:

- Keep in close contact with your child's teacher. They are in the best position to discuss individual concerns;
- Attend parent meetings/curriculum sessions;
- Encourage your child to talk about school and spend time together on any work from school, visit the library etc.
- Parents, children and teachers are asked to sign the school's 'Home School Agreement' that establishes a partnership between home and school.
- Make sure you have signed up to your child's Class Dojo where you can communicate regularly with the class teacher and the Deputy and Head Teacher.

## Ways to Stay in Touch

Regular consultations with teachers are arranged in October and in March each year. A final pupil report will be sent to parents at the end of the Summer term. Individual meetings can also be arranged with the head or with other teachers by telephoning the school or by writing. Further consultations maybe arranged following the distribution of annual reports in July.

The Headteacher will be available and happy to see parents at anytime but it may be necessary to make an appointment. Class teachers may be seen after school, but again, preferably with prior notice. Parents are encouraged to come to discuss any aspect of school that may be giving concern. Teachers cannot discuss parental concerns in the morning as the teacher needs to be available to supervise the children. Currently the majority of communication occurs online or on the phone.



Annual reports covering the full curriculum are prepared each year in July and are sent to parents. We also send regular newsletters giving information about events and activities in school.

Holiday dates, newsletters and any other school news and information can also be found on the school website <http://hollinswoodprimary.co.uk/>  
We also hold open mornings/afternoons for parents, carers and grandparents that cover a range of subject areas such as Mathematics, English, ICT, Staying Safe, Phonics etc.

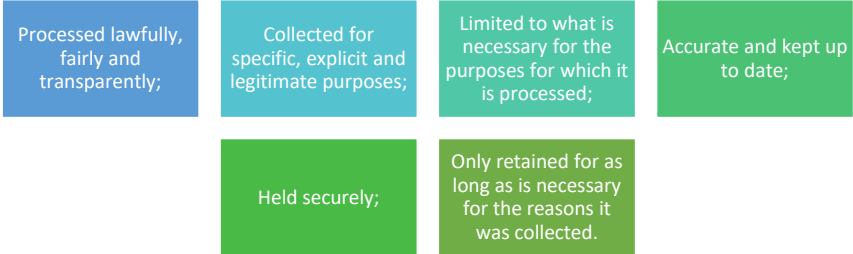
# Data Protection/GDPR

The General Data Protection Regulations is a piece of EU-wide legislation which will determine how people’s personal data is processed and kept safe, and the legal rights individuals have in relation to their own data. The Data Protection Act 2018 is also referred to:

***‘Personal data’ means information that can identify a living individual.***

### Main principles

The GDPR sets out the key principles that all personal data must be processed in line with. Data must be:



There are also stronger rights for individuals regarding their own data. The individual’s rights include:



## Requirements



The GDPR is similar to the Data Protection Act (DPA) 2018 (which schools already comply with), but strengthens many of the DPA’s principles. The main changes are:

Schools must appoint a data protection officer, who will advise on compliance with the GDPR and other relevant data protection law;

Privacy notices must be in clear and plain language and include some extra information – the school’s ‘legal basis’ for processing, the individual’s rights in relation to their own data etc.

Schools will only have a month to comply with subject access requests (SARs), and in most cases can’t charge;

Where the school needs an individual’s consent to process data, this consent must be freely given, specific, informed and unambiguous (See Parents Multipurpose Consent Form);

There are new, special protections for children’s data;

The Information Commissioner’s Office must be notified within 72 hours of a data breach;

Organisations will have to demonstrate how they comply with the new law;

Schools will need to carry out a data protection impact assessment when considering using data in new ways, or implementing new technology to monitor pupils.

# Data Protection/GDPR Cont...

## How We Aim To Achieve This

At Hollinswood Primary School & Nursery we take data protection seriously and to ensure we are fully compliant with both the Data Protection Act and the new GDPR legislation. To this extent we have undertaken the following actions:

We are registered as a Data Controller with the Information Commissioners Office - our registration number is Z5419466;

We have employed a Data Protection Officer, through a contract with the Local Authority;

We have updated our Data Protection Policy, and ensure it is reviewed annually to ensure compliance with legislation. The policy includes the new guidelines on making a data request and the process that parents/carers will need to follow (See School website under School Polices Section);

We have updated our Freedom of Information Policy, and ensure it is reviewed annually to ensure compliance with legislation (See School website under School Polices Section);

We have completed a data audit of all information received, held or shared by the school. This includes naming an individual who has responsibility for each stream of data, analysing how the data is received, stored, its relevance, whether we have a legal purpose to hold the data and that it is deleted/destroyed at the appropriate time;

We have confirmed that the organisations, with which we share data, are also compliant with the GDPR and Data Protection regulations;

We have updated our Privacy Notices (See School website under School Polices Section);

We receive annual training in Data Protection and the new GDPR for all staff who are data processors (i.e. have access to/use the information we hold);

We have reviewed our legal purposes for holding and using data. Whilst most of the data we use is done so under legal obligation (i.e. under the Education Act 1996 or Keeping Children Safe in Education (DfE, 2016) and allows us to perform our public task, some data we use is not. In these cases we will always seek parental consent (See Parents Multipurpose Consent Form);

We have updated our parental consent forms to ensure parents can clearly see what is being requested, and can positively opt in (See Parents Multipurpose Consent Form);

Consent can be withdrawn by the parent, at any time, by contacting the school office: Hollinswood Primary School & Nursery, Dale Acre Way, Hollinswood, Telford, Shropshire, TF3 2EP. Tel: 01952 386920. Email: a2200@taw.org.uk



Whilst the education of your child is not dependent on your consent being given, we do also ask for consent to certain activities. Whilst this does not fall under the scope of the GDPR, the refusal to give consent to certain requests (i.e. trips and visits, watching a video) could have an impact on your child being included in certain educational activities.





# ParentPay

ParentPay is our preferred method of making payments to school. The online payment system gives you a more convenient and flexible way to pay school online. By making cashless payments you know that your money has reached the school safely.

You can view your account statement and payment history, check when payments need to be made and set alerts to tell you when to pay school online.

Cashless payments also help the school be more efficient as administration time in the school office is reduced.

What are the benefits to parents and pupils?

- ParentPay is easy-to-use and will offer you the freedom to make online payments whenever and wherever you like, 24/7.
- The technology used is of the highest internet security available ensuring that your money will reach school safely – offering you peace of mind.
- Full payment histories and statements are available to you securely online at any time.
- Your children will not have to worry about losing money at school.
- Parents can choose to be alerted when their balances are low via email and/or SMS text.

What are the benefits to our school?

- The more parents that use ParentPay, the greater the benefit is to our school.
- You can help us reduce workloads for all staff, creating more time to lend to educational support and the smooth running of the school.
- Using ParentPay also ensures that all financial transactions are safe and secure - helping us to remove costs associated with us having to manage cash securely on the school premises.
- We also want to send parents all letters and newsletters etc. via ParentPay. This will reduce the costs for paper and photocopying for the school and will also have an environmental impact.

**When your child starts school with us you will be sent a letter with your account activation codes. It is a simple process to activate your accounts and guidance notes are available if needed. The Admin team are also happy to help any parents who may need help to activate their accounts. If you want to find out more about ParentPay go to <https://www.parentpay.com/parents/>**



# ClassDojo

## What's ClassDojo?

ClassDojo is a school communication platform that teachers, students, and families use every day to build close-knit communities by sharing what's being learned in the classroom at home through photos, videos, and messages. Parents and teachers can communicate with each other with any questions and queries keeping lines of communication open efficiently, even during the school day. Dojos are handed out for wonderful work and contributions by the children throughout the year, which parents receive notifications about.

## Features:

Portfolios ClassDojo Portfolios are digital student portfolios that allow students to share classwork with their teachers and family. Teachers can also assign projects directly to students, which will be used for homework and home learning tasks. Teachers can view and approve student work on Portfolios and comment and like the work that is produced. Students can create and upload photos, videos, drawings through ClassDojo, and can also upload PDFs, and image files from any device to which teachers and parents can respond.

## Stories:

Stories are instantly updating streams of messages, pictures and videos similar to a Twitter-style timeline. Every class and school has their own Story, all of which are shared home with parents. School Story allows our teachers to share with all families connected to the school while Class Story allows our teachers to share with all families connected to their class.

## Messages:

Messages allow our teachers and parents to message each other, without needing to share phone numbers or contact details. Staff will respond to any messages from parents within 24 hours. Messages sent out of hours will not be seen by the teacher until the next working day.

## Dojo Points:

Teachers use Class Dojo to promote positive behaviours in their classroom. Each child gets a monster avatar, and teachers can award Dojos for things such as staying on task, meeting a target, being kind or brilliant homework. Our Dojos are also linked to our school values. Each child's monsters can be customised from their account.

**When your child starts school with us you will be sent an activation email from your child's class teacher.** It is a simple process to activate your account. The Admin team are happy to help any parents who may need help to activate their accounts.

# Attendance Policy

## Legal Requirement

It is a legal requirement that all parents/carers ensure that their children attend school regularly. They should also ensure they arrive on time, correctly dressed and ready to learn. It is only the Headteacher, within the context of the law, who can approve any absence.

## Reporting Pupil Absences

It is the parents/carers responsibility to inform the school of their child's unexpected absence as soon as possible.

Please either telephone the school offices on **01952 386920/001952 386930** with any absence details on the first day of absence by 8.45am.

Please note, we operate a first day of absence policy so if we have not been contacted by parents/carers on the first day of absence, we will ring you.

## Pupil Holidays in Term Time

It is our policy not to authorise holidays/leave requests for children during term time unless there are exceptional circumstances. If the leave is not agreed with the Headteacher the absence will be recorded as an **UNAUTHORISED** absence which may be subject to a Penalty Notice fine. This action would be taken by the Education Welfare Officer on behalf of the Local Authority.

*Consistent high attendance in school is crucial to giving your child the best chance of success.*

## Other Absences

Permission may be given for a child to attend a medical or dental appointment. However, where possible, we ask that appointments are made outside of school time. This will cause less disruption to your child's education.

## Lateness

It is the responsibility of parents/carers to make sure that their children arrive at school on time. Our registers are taken at 8.50am. Any child arriving after 9.30am will be recorded as a "U" code in the register and will lose their mark for the morning session.

Children arriving after 8.50am must enter the building through the main entrances, as all other doors will be locked. Children must report to the office to be signed in and recorded as "late" in the register. This will also help us to note the arrangements for your child for dinner etc.

***Children reporting as late at the Bushell building must be signed in by an adult.***

Lateness is monitored by the school and the Education Welfare Officer. If there is a persistent issue then this will be followed up by a telephone call, a letter home or a more detailed discussion will take place at an Attendance Concern Meeting with the school.

## The importance of being in school on time each day.

Poor punctuality can lead to your child

- Feeling embarrassed in front of their friends
- Missing the beginning of vital lessons
- Missing important instructions for the rest of the school day
- Learning habits which could affect their employability in the future

## How can I get help with my child's attendance?

If you are worried about your child's attendance the first port of call is to discuss your concerns with a member of our attendance team who may be able to offer support, help and advice. Please contact the school office for details.

# Attendance Policy Cont...

The number of absences both **authorised** and **unauthorised** are collected on every child and these are detailed on their 'end of year reports'. Each school day consists of **two sessions**.

The school's **Education Welfare Officer** regularly checks the school's attendance registers for punctuality and absence. If children are **persistently late or absent**, parents/carers will be contacted/interviewed by the EWO. If punctuality or attendance does not improve, there are a number of **legal measures** which will be **sanctioned**. If a note does not fully explain an absence, then we have to report this as an **unauthorised absence**, which will appear on your child's reports. **All attendance data is reported to the Education Authority.**

## **Guidance Notes for Parents requesting Leave in Term Time**

Parents wishing the school to consider granting leave in term time should read these notes carefully and then complete and send to the Headteacher the Request for Leave During Term Time form.

This form should be sent to the school in time for the request to be considered before the desired period of absence. **(Parents are strongly advised not to finalise any planned absence before receiving the school's decision regarding their request).**

In any event the request form must be received by the school **at least four weeks before** the leave in term time requested dates to allow sufficient time for appropriate consideration.

The granting of leave of absence in term time is, by law, a matter for consideration and decision by the Headteacher. There is no automatic right to any leave in term time. The Department for Education (DfE) and Telford & Wrekin Local Authority (LA) policy is that leave should not be taken in school term time. Where such requests are made, for the leave to be granted, the Headteacher should decide if there are exceptional circumstances.

**Each case will be considered individually and on its own merits.** Parents need, therefore, to consider very carefully before making any request for leave in term time the demands of the National and wider School Curriculum especially at the Key Stage assessment stage. In considering a request, the school may also take account of:

- **The exceptional circumstances stated that have given rise to the request;**
- **The age of the child;**
- **The stage of the child's education and progress and the effects of the requested absence on both elements;**
- **The overall attendance pattern of the child;**
- **The nature of the trip;**
- **Students/pupils on examination courses or due to take SATS will not normally be granted leave of absence;**
- **Whether the same trip could be taken during the 13 weeks school is closed to pupils?**

**Where parents have children in more than one school a separate request must be made to each school.** The Headteacher of each school will make their own decision based on the factors relating to the child at their school. It is possible that because of these factors different decisions may be made. It is hoped that if this situation arises parents will be persuaded to accept the reasons for refusal given and, thereby, withdraw any other requests.

**Where requests for a grant of leave in term time are received from only one parent the response letter – agreeing or refusing – will be either addressed to both/all parents where they live at the same address or to each where they do not.** This is to ensure, particularly in the case of a refusal, that both or all parents are fully aware of the consequences of ignoring a refusal as the refusal letter clearly states that each parent may receive a penalty notice.



# ATTENDANCE MATTERS

99 - 100%	Level 1	No risk of persistent absence
97—98%	Level 2	Low risk of persistent absence
95—96%	Level 3	Moderate risk of persistent absence
93—94%	Level 4	High risk of persistent absence
92—90%	Level 5	High risk of persistent absence
90% and below	Level 6	Persistently absent
50% and below	Level 7	Severely absent

# Attendance Policy Cont...



Should the school decide to grant the leave but, the child does not return to school at the time s/he was expected to (i.e. following the expiry of the granted leave in term time period) and, no information is available to the school to explain/justify the continuing absence or, make known the whereabouts of the child, his/her place at the school could be lost.

The school must have notes of explanation to cover any absence and forms must be completed for any request to have absence during term time before the leave is taken. **Any leave taken before a formal request is made will not be granted retrospectively.**

**Should the School decide not to grant the leave and parents still take their child out of school the absence will be recorded as unauthorised which may be subject to a Penalty Notice fine of £160.00 payable per parent, per child. If this fine is not paid within 28 days this may lead to Court proceedings which could ultimately result in a criminal record and a fine of up to £2500.00 and/or an alternative sentence which can include up to three months imprisonment. If any unauthorised absence results in a second Penalty Notice issued to you within three years of the date of the first one, (from 1st September 2024) a flat rate of £160.00 will apply. A third Penalty Notice will not be issued within a three year rolling period. Therefore, alternative action or legal measures will be utilised when the criteria of 10 sessions of unauthorised absences in a 10 school week rolling period are met.**

If your child has gone home for lunch and does not return after lunch, we will automatically contact the home if we have had no notification. Once again, this is to verify the whereabouts of your child as the safety and well-being of our pupils is our priority. It is the responsibility of the parent/guardian to inform school of the child's absence/lateness.

It is expected that all children will be brought to and collected from school by parents or a responsible adult. For the children in the **FU, KS1, Year 3 and Year 4, no child will be released from school alone or with an adult not known to school, unless formal information is received from the home requesting such action.** In this context, an adult is a person **over 16 years of age.** We usually expect the adult who brings the child will also collect unless school is notified by a parent.

The attendance chart opposite will give you an indication (when read alongside your child's attendance record) of where your child's attendance may currently be.

# Attendance Policy Cont...



What you can do to support your child's attendance at school

- Ensure that your child arrives at school on time
- Have good routines at bedtime and breakfast times
- Encourage and support your child to prepare for school the night before, organising bags and uniforms etc.
- Ensure they have all the equipment they will need for the day.
- Not let your child have days off with minor ailments, particularly those which would not prevent YOU from going to work.
- Make hospital and dental appointments outside of the school day where possible. When this is not possible it will be necessary to supply a copy of the appointment card/letter.
- Avoid taking holidays during the school term.
- Complete a leave of absence form in advance, for any planned absence during term-time (available at the school office).
- Contact the school office by 8.45am each day that your child is unable to attend school giving a reason for their absence.
- Provide school with note to explain any absences from school.
- Keep school informed if your child is encountering any problems in school.

What school will do to support your child's attendance at school

- Recognise and reward good attendance.
- Publish class attendance and punctuality rates in the school newsletter.
- Contact you if no reason has been received for your child's absence.
- If your child is away for 3 consecutive days and no reason has been given school will pass this to the Education Welfare Officer (EWO) to follow up with you directly.
- Will meet with the EWO every 3 weeks to review Attendance and Punctuality, we look at all pupils who fall below 96% attendance.
- If your child's attendance is a concern school will ask the EWO to contact you to establish why your child is not attending school. They may be able to put a support plan in place to help your child attend school regularly and punctually.
- If your child's attendance continues to be a concern it may be necessary to make a referral to Telford and Wrekin Attendance Support Team, who may instigate legal action against you.

Leave of Absence in Term Time

- The school will not authorise Leave of Absence during term time unless there are exceptional circumstances which prevents the leave being taken during the 12 weeks school holidays. This meets with Government requirements and Telford and Wrekin's protocol regarding absence from school during term time.
- Should your child need to be absent from school during term time you will be required to complete in advance of the leave a "Request for Leave During Term Time Form". This form is available from the school office/website. Authorisation is at the discretion of the Headteacher, and only in extenuating circumstances would this time be authorised. No absence will be authorised retrospectively.
- In making a decision the Headteacher will take the following into account:-
- The reasons given for the absence/holiday (i.e. the "exceptional" circumstances).
- The time of the year and/or term.
- The stage of education and progress and the effects of the requested absence.
- The child's previous attendance and punctuality record – including any patterns of absences.
- Whether the child will miss any preparations for tests/exams.
- Whether the child will miss tests or exams



UK Health  
Security  
Agency



# Should I keep my child off school?



## Yes

### Until...

Chickenpox	at least 5 days from the onset of the rash and until all blisters have crusted over
Diarrhoea and Vomiting	48 hours after their last episode
Cold and Flu-like illness (including COVID-19)	they no longer have a high temperature and feel well enough to attend. Follow the national guidance if they've tested positive for COVID-19.
Impetigo	their sores have crusted and healed, or 48 hours after they started antibiotics
Measles	4 days after the rash first appeared
Mumps	5 days after the swelling started
Scabies	they've had their first treatment
Scarlet Fever	24 hours after they started taking antibiotics
Whooping Cough	48 hours after they started taking antibiotics

## No

but make sure you let their school or nursery know about...

Hand, foot and mouth	Glandular fever
Head lice	Tonsillitis
Threadworms	Slapped cheek



SCAN ME

### Advice and guidance

To find out more, search for **health protection in schools** or scan the QR code or visit <https://qrco.de/minfec>.

## Is my child too ill for school?

It can be tricky deciding whether or not to keep your child off school when they're unwell.

There are government guidelines for schools and nurseries about [health protection and managing specific infectious diseases at GOV.UK](#). These say when children should be kept off school and when they shouldn't. If you do keep your child at home, it's important to phone the school on the first day. Let us know that your child won't be in and give us the reason. If your child is well enough to go to school but has an infection that could be passed on, such as a cold sore or head lice, let their teacher know.

What to do about other conditions.....

### High Temperature

If your child has a [high temperature](#), keep them off school until it goes away.

### Feeling Anxious or Worried

It's normal for children to feel a little anxious sometimes. They may get a tummy ache or headache, or have problems eating or sleeping. Avoiding school can make a child's anxiety about going to school worse. It's good to talk about any worries they may have such as bullying, friendship problems, school work or sensory problems. You can also work with the school to find ways to help them. If your child is still struggling and it's affecting their everyday life, it might be good to talk to your GP or school nurse.

### Cold Sores

There's no need to keep your child off school if they have a [cold sore](#). Encourage them not to touch the blister or kiss anyone while they have the cold sore, or to share things like cups and towels.

### Conjunctivitis

You don't need to keep your child away from school if they have [conjunctivitis](#), unless they are feeling very unwell. Do get advice from your pharmacist. Encourage your child not to rub their eyes and to wash their hands regularly.

### COVID-19

If your child has mild symptoms, such as a runny nose, sore throat, or slight cough, and feels well enough, they can go to school. Your child should try to stay at home and avoid contact with other people if they have [symptoms of COVID-19](#) and they either have a high temperature, or do not feel well enough to go to school or do their normal activities

### What to do if your child has tested positive

Your child is no longer required to do a COVID-19 rapid lateral flow test if they have symptoms. But if your child has tested positive for COVID-19, they should try to stay at home and avoid contact with other people for 3 days after the day they took the test.

### Ear Infection

If your child has an [ear infection](#) and a high temperature or severe earache, keep them off school until they're feeling better or their high temperature goes away.

### Ringworm

If your child has [ringworm](#), see your pharmacist unless it's on their scalp, in which case you should see a GP. It's fine for your child to go to school once they have started treatment.

### Slapped Cheek Syndrome (Fifth Disease)

You don't need to keep your child off school if they have [slapped cheek syndrome](#) because, once the rash appears, they're no longer infectious. But let the school or teacher know if you think your child has slapped cheek syndrome.

### Sore Throat

You can still send your child to school if they have a [sore throat](#). But if they also have a high temperature, they should stay at home until it goes away. A sore throat and a high temperature can be symptoms of [tonsillitis](#).

# General Information

## Smoking/Vaping

Parents are not allowed to smoke anywhere on the school premises/grounds. This is the children's environment, and we actively support a 'No Smoking' policy. The school's 'No Smoking' policy also includes e-cigarettes/Vapes.

## Car Park

Parents are not allowed to drive onto or park on the school car park to 'drop' children off to school in the morning or to collect after school. The car park barrier/gates closes at 8.30am and opens again at 3.30pm. This is for the safety of all children and adults. Children must be closely supervised during drop off and collection times and encouraged to use the designated pathways to access both buildings. It is illegal to park on the zig-zag lines outside the school gates. **If you think you need access to use the car park, you must complete an application form and provide evidence that will be reviewed by the Headteacher.**

## Security

All external doors are secured at 8.50am for the security of pupils and staff. The side gate to the playground is locked at 9.00am and unlocked at 3.05pm to welcome parents to collect their children.

All staff and Governors wear a photograph identity badge to state their name and role in school.

Visitors to the school will only be admitted via the main reception. All visitors are asked to sign in and will be given a visitors badge to wear around the building.

## Drinking Water

As a school we have a system which allows children access to water. Each pupil who joins our school is given their first water bottle for water free of charge. Additional bottles can be purchased on ParentPay.

We are also happy for your child to bring in their own water bottle from home. Please make sure this is clearly labelled and only filled with water. **NO SQUASH OR FIZZY DRINKS PLEASE.**

## Parent Help in School/Voluntary Work

Voluntary help within school is actively encouraged and parents/grandparents/friends of the school are readily welcomed. We do not, of course, suggest that helpers should be an extra teacher but a valued adult who may wish to help. Tasks are negotiable!

***A criminal records check will need to be completed for all regular volunteers in school. Please ask at the school office for further details.***





## **Accidents/Illness and Medicines in School**

Parents are requested to inform the school about any medical conditions, dietary requirements, as they arise.

If a child becomes ill during the school day, parents will be informed as soon as possible. In the case of an accident then one of our qualified first aiders will treat the injury and parents will be informed by sending home a copy of the accident slip which details the injury and treatment that was given. In circumstances where the first-aider feels further medical assistance is required then parents will be contacted and asked to collect their child, so they can decide on the course of action to take or take the child to their GP/Hospital for further advice. In extreme emergencies the school will contact the emergency services and if the child needs to go to hospital a designated member of staff will accompany them until a parent arrives.

Medicines must not be brought into/kept in school by the children. If your child requires medication prescribed by a doctor, it can be arranged for a member of school staff to do this if needed during the school day. Please ask at the main office. Parental consent must be given for all medication by completing a short form. If a child requires medication on a permanent basis, please contact the Headteacher to discuss how this requirement may be met.

We do not allow the children to bring cough sweets/throat pastilles into school, children can choke on these. There is also no proven medicinal value to these and medical personnel often discourage children from eating these.

EpiPen/Asthma training for all staff is accessed on a regular basis.

### **Asthma**

Please let school know if your child has asthma. All members of staff have knowledge of procedures to be followed should a child have an asthma attack in school. Reliever inhalers for your child will be kept with them and will be readily available to them at all times as advised by the Asthma Association. These do not pose a danger to other children. Please ensure that all asthma medication is clearly labelled with your child's name on it and in its original packaging/containers. Out of date medication will be sent home to parents and will need to be replaced with medication that is in date. Class teachers will also ensure that any medication is sent home with children at the end of the school year. Medication will not be stored in school over the Summer holidays.

Parents of children who are prescribed an inhaler, must collect and complete an Asthma Plan for school records. These are available from the school office. New legislation requires all children to have a spacer in school.



## Hollinswood Primary School & Nursery - Early Help Offer

This page outlines the Early Help available at our school.

We understand that family life can sometimes be difficult and challenging. On some occasions, you may feel that you need some additional support, help and advice. We can offer you what is known as 'Early Help'.

- **Providing Early Help means we can try to prevent problems which may affect a child's ability to thrive and learn.**
- **Acting as soon as a problem emerges helps to minimise the impact on the whole family.**
- **It can be required at any stage in a child's life and applies to any problem or need that the family can't deal with alone.**
- **Our Early Help offer at Hollinswood Primary is extensive and enables everyone to work together, putting the family at the heart of decisions made about a child or young person.**

Some examples of our Early Help Offer are:

### **Meet and Greet – Senior Leadership Team and Inclusion Team**

At Hollinswood Primary School, we look to establish good relationships with our children and their families. Members of our Senior Leadership Team (SLT) and the Inclusion Team open the gates every morning to greet the children and are always happy to speak to parents if they have any messages or concerns to discuss. We will also arrange to meet at a more convenient time and place if they have something they want to discuss in more depth.

### **Attendance – Mrs Morris**

If you need support with your child's attendance or are facing any barriers in getting your child to school, we can support you. Please contact the school and ask to meet with Mrs Morris who will help talk through areas of concerns and suggests ways in which we can support you.

### **Early Help Assessment – Miss Scott**

When one person in a family has a problem, it often affects other people in the family. Early help brings together professionals who will work with the whole family to try and improve things for everyone. Your voice and views are important and we want to make sure they are heard and understood. We will work alongside you and your family to find out exactly what concerns you and what support you need, building on the strengths you already have.

The support may be different for individual members of the family. We can work with you or signpost you in the direction of appropriate support for a range of issues including:

- Family relationships
- Behaviours that are challenging
- Emotional and mental health
- Healthy relationships
- Alcohol and drug issues
- Routines and boundary setting

### **Emotional Literacy Support Assistants (ELSA) – Mrs Gwynne, Mrs Trower, Mrs Young**

If your child has anxiety regarding school or any aspect of their wider life. We have Emotional Literacy Support Assistants, Mrs Gwynne, Mrs Trower and Mrs Young, who work with individuals and small groups of children to support them with managing feelings and emotions.

### **A Listening Ear – Mrs Jones, Miss Scott, Mrs Newbrook**

Sometimes being able to talk through a problem helps to discover a way forward. Our Inclusion Team are always willing to lend a listening ear without judgement or demands.

### **Form Filling – Admin Team**

Completing forms can be confusing and difficult, if you are unsure or would like some help, our friendly admin team are always on hand to support.

**Please see our school website for our full offer.**



# Term Dates – 2024/2025

## AUTUMN TERM 2024

<i>*Professional Development Day 1</i>	<i>Monday</i>	<i>2<sup>nd</sup> September 2024</i>
<b>Term starts</b>	<b>Tuesday</b>	<b>3<sup>rd</sup> September 2024</b>
<u>Mid Term Holiday</u>		
School closes	Thursday	24 <sup>th</sup> October 2024
<i>*Professional Development Day 2</i>	<i>Friday</i>	<i>25<sup>th</sup> October 2024</i>
School opens	Monday	4 <sup>th</sup> November 2024
<b>Term ends</b>	<b>Friday</b>	<b>20<sup>th</sup> December 2024</b>

## SPRING TERM 2025

<i>*Professional Development Day 3</i>	<i>Monday</i>	<i>6<sup>th</sup> January 2025</i>
<b>Term starts</b>	<b>Tuesday</b>	<b>7<sup>th</sup> January 2025</b>
<u>Mid Term Holiday</u>		
School Closes	Friday	14 <sup>th</sup> February 2025
School Opens	Monday	24 <sup>th</sup> February 2025
<b>Term Ends</b>	<b>Thursday</b>	<b>10<sup>th</sup> April 2025</b>
<i>*Professional Development Day 4</i>	<i>Friday</i>	<i>11<sup>th</sup> April 2025</i>

## SUMMER TERM 2025

<b>Term starts</b>	<b>Monday</b>	<b>28<sup>th</sup> April 2025</b>
May Day	Monday	5 <sup>th</sup> May 2025
<u>Mid Term Holiday</u>		
School Closes	Friday	23 <sup>rd</sup> May 2025
School Opens	Monday	2 <sup>nd</sup> June 2025
<b>Term Ends</b>	<b>Friday</b>	<b>18<sup>th</sup> July 2025</b>
<i>*Professional Development Day 5</i>	<i>Monday</i>	<i>21<sup>st</sup> July 2025</i>

*Note - School is not open to pupils on Professional Development Days.*



# Term Dates – 2025/2026

## AUTUMN TERM 2025

<i>*Professional Development Day 1</i>	<i>Monday</i>	<i>1<sup>st</sup> September 2025</i>
<b>Term starts</b>	<b>Tuesday</b>	<b>2<sup>nd</sup> September 2025</b>
<u>Mid Term Holiday</u>		
School closes	Thursday	23 <sup>rd</sup> October 2025
<i>*Professional Development Day 2</i>	<i>Friday</i>	<i>24<sup>th</sup> October 2025</i>
School opens	Monday	3 <sup>rd</sup> November 2025
<b>Term ends</b>	<b>Thursday</b>	<b>18<sup>th</sup> December 2025</b>
<i>*Professional Development Day 3</i>	<i>Friday</i>	<i>19<sup>th</sup> December 2025</i>

## SPRING TERM 2026

<b>Term starts</b>	<b>Monday</b>	<b>5<sup>th</sup> January 2026</b>
<u>Mid Term Holiday</u>		
School Closes	Friday	13 <sup>th</sup> February 2026
School Opens	Monday	23 <sup>rd</sup> February 2026
<b>Term Ends</b>	<b>Friday</b>	<b>27<sup>th</sup> March 2026</b>

## SUMMER TERM 2026

<b>Term starts</b>	<b>Monday</b>	<b>13<sup>th</sup> April 2026</b>
May Day	Monday	4 <sup>th</sup> May 2026
<u>Mid Term Holiday</u>		
School Closes	Friday	22 <sup>nd</sup> May 2026
<i>*Professional Development Day 4</i>	<i>Monday</i>	<i>1<sup>st</sup> June 2026</i>
School Opens	Tuesday	2 <sup>nd</sup> June 2026
<b>Term Ends</b>	<b>Friday</b>	<b>17<sup>th</sup> July 2026</b>
<i>*Professional Development Day 5</i>	<i>Monday</i>	<i>20<sup>th</sup> July 2026</i>

*Note - School is not open to pupils on Professional Development Days.*



**Hollinswood Primary School  
and Nursery  
Dale Acre Way  
Hollinswood  
Telford  
Shropshire  
TF3 2EP**



## **Contact Us –**

**Mrs Kath Osborne – Headteacher and Lead DSL  
Mr Andrew Baker – Chair of Governors  
Mrs Penny Hustwick – Safeguarding Governor  
Mrs Sam Jones – SENCO and DSL  
Mrs Kath Osborne – Online Safety Lead  
Mrs Donna O’Reilly – School Business Manager**

**Tel – 01952 386920 (Bushell Office) or Tel – 01952 386930 (Farah Office)  
Email – [A2200@taw.org.uk](mailto:A2200@taw.org.uk) (Admin) or Email – [H2200@taw.org.uk](mailto:H2200@taw.org.uk) (Head)**

**[www.hollinswoodprimary.co.uk](http://www.hollinswoodprimary.co.uk)  
[www.twitter.com/HollinswoodPri](https://twitter.com/HollinswoodPri)**

Further Information such as other Local Authority/School policies and other general school information i.e. annual school achievement and attainment tables, published reports etc. can be found on the schools website: <http://hollinswoodprimary.co.uk> Please contact the school office if there is any documentation that you would like printed.

### **Access of Documents**

Parents may see the following documents held in school by making a request to the Headteacher in writing. (Charges may be made to cover the costs of printing if requested)

- Any Statutory instruments and circulars sent to school by the DfE about the Curriculum and National Curriculum;
- Published OFSTED report on the school;
- Any Schemes of Work and Syllabuses in use;

The school has a publication scheme in line with the Freedom of Information Act 2000.