



Hollywell Primary School



Part of the East Midlands Education Trust



'Inspiring young minds to unlock their potential to grow.'



Prospectus for Parents



**HOLLYWELL
PRIMARY SCHOOL**

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Head Teacher: Mrs Elizabeth Ellis



'Inspiring young minds to unlock their potential to grow.'

It gives me great pleasure to introduce you to Hollywell Primary school – Welcome!

This prospectus is designed to give you an outline of our school and what we can offer your child. Whether you are considering applying for a place at Hollywell, or whether your child already has a place, I hope that you find this information useful.

Choosing the right school for your child is a difficult decision for every parent but our prospectus is designed to give you an insight into our school. Starting school is an exciting and important time for every child and their parents and we want it to be a happy and successful experience.

At Hollywell, we are committed to providing the best possible education for your child. We believe that Hollywell provides a happy, secure, and rich educational environment in which children are encouraged to develop positive attitudes towards learning and therefore reach their full potential in all areas of development. We believe that we offer a high level of professional expertise throughout the school curriculum and know that children enjoy learning in the stable, friendly family atmosphere we foster.

We aim to develop a strong partnership with parents as we feel that if we are working towards a common goal this will help each child to achieve their very best. We encourage you to support the school in a variety of ways ranging from helping in class, supporting school trips to fund-raising and supporting your child with homework. Offers of help are always welcome.

We are very proud of our school and the progress and attainment children make whilst with us. More information about attainment is available on our website.

In July 2025, at the end of Key Stage 2:

- 83% of our children achieved the expected standard or above in reading, (national 75%)
- 87% achieved the expected standard or above in writing (national 72%)
- 87% achieved the expected standard or above in mathematics, (national 74%)
- 80% achieved the expected standard or above in reading, writing and maths (national 62%)

However, it is important to us that children realise all their strengths and so we ensure that all areas of the curriculum are taught well, and children are given high quality opportunities for learning, both academically and socially. In fact, we usually offer a varied range of activities both within and beyond the school day which are part of the school's life and ethos.

After our last OFSTED inspection, in June 2023, the school was judged as continuing to be good. It was observed that *"Teachers provide clear explanations and continually check pupils' understanding"*. Furthermore, it was noted that, *"Leaders are making sure pupils build successfully on their learning from*

the early years. Younger pupils are learning increasingly well. Older pupils achieve particularly well in the statutory assessments”.

We want children at Hollywell to enjoy their primary years, be set on the right path to their secondary education and to be as successful and as happy as they can be. OFSTED noted that:

“Pupils love attending this school. They are keen to learn and appreciate how their teachers make their lessons enjoyable.”

“Pupils’ personal development is at the heart of the Hollywell curriculum.”

“Leaders have carefully established an aspirational and caring ethos. There are highly respectful and supportive relationships between staff and pupils.”

“The curriculum inspires pupils. It prepares pupils to be confident and caring members of society, as well as enabling them to achieve high standards.”

100% of our parents, when asked, confirmed that their children feel happy at Hollywell.

A school prospectus cannot answer all your questions, but it should give you and your child an insight into our values and beliefs. There is no better way of choosing the right school for your child than by visiting in person to get a flavour of the school. We strive to have a ‘family feel’ and a real sense of community with our children and families. Therefore, I am delighted that many parents who look around Hollywell comment on the warm, family-feel yet purposeful atmosphere and know that their children will be happy here. We are very proud of the achievements of our children and encourage you to come and visit the school.

Should you have any queries arising from the prospectus, do not hesitate to contact me. I shall be only too willing to help.

Yours sincerely,

Elizabeth Ellis

Head Teacher



What our parents have to say



Sometimes there is nothing better than to hear thoughts from parents that are already part of the Hollywell family.

"I am grateful for the Hollywell family; my daughter has just started in Reception & she absolutely loves school! As soon as she wakes up in the morning, she wants to get ready instantly so she can go.

She also does not stop talking about the hot dinners because they are 'So delicious' in her words which is an extra bonus! Thankyou Hollywell for making school transition so easy."



"As parents of two children who both attend Hollywell, we would thoroughly recommend Hollywell Primary School. Hollywell has made us as parents feel very included in every part of our children's schooling. You can really see and feel that Hollywell is a school that cares about the children who attend and asks the children to show that same approach to each other.

From our experience the entire school staff show the same ethos and commitment to develop all children academically as well as encouraging the growth of the children's individual character and their social skills."

"Both of our boys attend Hollywell; the school is fantastic. The boys are happy and able to learn in great surroundings. The school and classroom sizes are perfect to ensure that all children are well cared for and able to draw the best from them. Hollywell is inclusive for all and they approach any concerns professionally and decently. Should you need anything they are approachable and always happy to listen and support.

During the recent uncertain times, we have been well informed throughout and supported thoroughly by the school. Excellent facilities, staff, and learning. My boys are happy to go to school."

"Hollywell is a welcoming community where children are valued for their individuality, I could not have asked for a better induction and transition for my daughter. She is happy and anchored by a supportive, child centred ethos.

The Teachers and the Head Teacher know who she is, understands her individuality and strive for her to achieve all that she can in all aspects of school life. The curriculum is broad and balanced. When she comes home, she is bursting with excitement to tell me all the wonderful learning experiences she has had. I have been very impressed by the incorporation of a variety of cultural backgrounds and my daughter has broadened her understanding of other cultures and faiths directly because of the skilful curriculum design.

The staff are heavily invested in working with parents to achieve the best outcome for the children. There is very much an open-door policy, it is so reassuring to leave your child at school knowing how much they are cared for, valued and respected. The schools desire to achieve the absolute best for your child penetrates all aspects of school life. I cannot recommend Hollywell Primary School highly enough."



"When we were looking for a school for our son, the most important thing was to find somewhere that he would be happy, nurtured and would develop his love of learning. We could not have chosen better. Hollywell values each and every student, every member of staff knows every child's name and there is a great sense of community.

Our son comes home from school every night with a smile on his face and cannot wait to tell us about all the amazing things he has learnt and done during the day. He is a happy and confident child who has many friends and loves to be at school.

We attribute this entirely to the values that are embedded in all aspects of life at Hollywell."

"We have always said that Hollywell is not just a school, it is a community that provides children with a warm, safe, fun learning environment. As parents of two children who attend Hollywell, we know they are happy, thriving and getting the best from their school experience. Every Teacher is committed to getting to know each child's academic abilities, strengths but most importantly they can capture their individual personalities.

. Thank you, Team Hollywell."



Our School Vision

“Inspiring young minds to unlock their potential to grow.”

At Hollywell we are here to help every child grow; grow as human beings, grow intellectually, and grow in maturity and character.

As a school we acknowledge the importance of academic achievements, and we want every child to achieve the very best that they are capable of. Alongside this we place importance on the development of the ‘whole child’ and we want to ensure that our children grow as individuals and value their place in our rapidly changing world.

We want each and every child to leave Hollywell with resilience, empathy, a strong sense of equality and confidence at the core of everything they do. We want our children to experience an inspiring curriculum which will encourage them to become resilient responsible and ambitious citizens of the future. A school where every child leaves the gate with fond memories, an open-minded outlook, and a sense of excitement for the road ahead, because all of us have put them at the centre of everything we do.



Our School Values

Our whole school ‘GROWTH’ values are at the core of everything we do here at Hollywell. The values underpin our teaching and learning and provide an environment which prepares our pupils for each new step.

Growing
Resilience
Open mindedness
Wonder
Teamwork
Happiness

Growing in mind, body, spirit and character.

We have high expectations and have strong belief in all children achieving greatness with a desire to unlock, release and liberate potential being integral to everything we do. We will strive for excellence, remove barriers and ensure that all children receive a day rich in teaching and learning experiences. We will give pupils opportunities to be independent and collaborative, whilst also enrich their time at school to ensure their wellbeing remains a top priority. In all we do we strive to inspire our children, empower them and watch them GROW.

Resilient, confident learners willing to take risks and embrace challenge.

Building resilience in our learners is crucial in allowing them to grow and learn. Risk taking is essential and we want our children to feel confident in bouncing back from mistakes and learn from them. The learning opportunities will have challenge tasks and work around growth mindset will be shared with the children. We will celebrate examples of resilient behaviour and learn about famous people who demonstrate these qualities.

Open mindedness we are respectful of others, have the confidence to express ourselves and welcome new ideas.

We see the world from a variety of perspectives and viewpoints, acknowledging individuality whilst being open to new ideas and possibilities. We take responsibilities for ourselves, our choices and have the confidence to express ourselves. Opportunities are given to be brave whilst displaying empathy and recognising the need for equality.

Wonder - opportunities to be curious and independent.

Through the curriculum we will inspire children. We will develop curious learners who question, reflect and challenge their own thinking. We will develop the skills required to be self-motivated, creative and logical thinkers.

Teamwork - working together to enjoy and achieve.

We believe that when working in collaboration we can achieve great things. Teamwork is a crucial skill for our children to develop and teachers will foster a learning together ethos across the curriculum. Our curriculum is inspiring and creative to ensure that our children are having fun whilst learning. We strive to create memories every day.

Happy – enjoy learning and celebrate achievement.

We believe that a happy, safe child is a child who will flourish. So, at Hollywell we strive to create positive memorable experiences and bring fun and enjoyment into lessons and learning throughout the school environment. We celebrate our own learning and achievement and that of others.

We use a tree to symbolise our values and vision. 'GROWTH'



'At Hollywell Everyone Matters'

The Three R's...

At Hollywell Primary School we are:

- Ready
- Respectful
- Responsible

We use these rules to remind us how to behave to ensure that we all have a calm, productive and supportive time at school. These are our learning behaviours. We believe that every child and adult should follow these rules and treat each other kindly in the way we speak, listen, play and learn.

We believe that every child and adult should do everything they can to make sure that everyone is safe in our school.



School Hours

Start of School	8:50 am
Morning break	10.45 am - 11.00 am
Lunchtime	12.00 midday - 1.00 pm KS2 12.30 pm – 1.30 pm EYFS & KS1
Afternoon break	10 minutes, staggered into phases
End of School	3.15pm - 3.25 pm



Parents should see that their children are punctual, and children should arrive from 8.40am and no later than 8.50am. A member of staff is outside to open the gates from 8.40am.

Class organisation and size

At this current time, there are 209 children at Hollywell. The children are organised into single aged classes with approximately 30 children in each class. Infant class size (Key Stage 1) cannot, by law, be above 30 and at Hollywell, we try to maintain this throughout the whole of the school.

Our school is currently organised into the following classes:

- Reception Class – Tiger Cubs
- Year 1 - Bobcats
- Year 2 - Wildcats
- Year 3 - Ocelots
- Year 4 - Lynx
- Year 5 - Jaguars
- Year 6 - Tigers



School Curriculum – How is the curriculum taught at Hollywell?

At Hollywell Primary School our aim is to ensure that every child learns through access to a broad and balanced curriculum which is adapted to challenge and support individual children. We strive to create a stimulating learning environment which will engage all children and make them want to learn. This means that they will develop a love of learning and a natural curiosity which will stay with them throughout their life.

Our curriculum has been designed to inspire by providing an enriching and challenging range of experiences which extend opportunity, develop independence, and inspire children through the world in which they live. We aim to build resilience and encourage a positive mind-set amongst our children as it is often through mistakes, we learn the most.



We believe that children learn most effectively from first-hand experiences and we provide these through practical lessons and by offering a wide range of curriculum enrichment opportunities including offering Forest Schools to all year groups. Our curriculum provides opportunities for all pupils to learn and achieve and it promotes pupils' spiritual, moral, social, and cultural development.



The school follows the national curriculum. We teach using themes and topics across each Key Stage, and the curriculum is well planned and matched to different abilities. Developing a love of reading is integral to our curriculum design and all classes read for the first 20 minutes of each day and a further 15 minutes, at least, of 'story time' is built into every day.

'Leaders prioritise reading. They know that it is the steppingstone that enables pupils to achieve well across the curriculum. Storytime provides a pleasurable end to each day for everyone.' – Ofsted June 2023

Please see our website for more detail on our curriculum intent.

Although we set high expectations for academic attainment and progress, a child's social development and well-being is given a high profile, and the school delivers an enrichment programme to develop skills such as independence and resilience. The GROWTH curriculum project runs across school and gives our children the opportunity to access activities that are designed to promote the development of key skills and attributes.



Our GROWTH enrichment project starts in Reception with children working in small groups to access Forest Schools. Forest Schools then continues across the school. In KS1 & KS2, GROWTH develops to include a wide range of activities such as first aid, ice skating, orienteering, healthy cooking, wheelchair sports, creative arts, mindfulness, community in action – to name but a few!



The best teaching aims for children to achieve exceptionally well; our levels of achievement in English and maths are consistently above the average for the LA and nationally. OFSTED reported that Hollywell children have good attitudes in lessons and show eagerness to learn because lessons are interesting.

Starting School in Early Years

The first-year group at Hollywell is the Reception class, better known as Tiger Cubs. Here children joining our school continue from their Nursery or pre-school setting to complete the last year of the Foundation Stage.

Through our Early Years' Curriculum, the children have the opportunity to explore, build, create, role play, work and play in the classroom and outside.

We teach using a topic approach in EYFS which is designed to provide a broad balanced curriculum covering the EYFS areas of learning and development which include prime areas of learning and specific areas of learning:

Prime Areas of Learning:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Specific Areas of Learning:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design



We follow the children's interests when planning for each group of children and recognise the importance of involving the children in choosing activities and resources. Child-initiated learning is an important part of our daily routine and whenever possible adult-directed activities are play based, active, and related to the children's interests. All areas of learning are given equal emphasis and are interrelated. We aim to help children with their learning through observing, getting involved in their play, supporting their thinking, and asking open questions.

Whilst in the Reception class, the children will also begin to learn a modern foreign language. They will have a weekly Spanish lesson taught through songs, games, and rhyme. This continues and builds in complexity throughout every year group at Hollywell.

Starting School

Hollywell offers a full programme of initial visits, parent meetings and events designed to make the start of the school process smooth for both pupils and parents. The children will be invited to induction sessions in the summer term prior to starting school as well as more informal visits.

Governors and staff are committed to making the transition for all our children effective and timely.

Our 'Change Over' programme helps all children to have a good start for their new class in September.



Key Stage 1 and Key Stage 2

We follow the National Curriculum. In both Key Stages our pupils study the following subjects:

- English
- Mathematics
- Science
- Computing
- Art and Design
- Design and Technology
- Geography
- History
- Music
- Physical education
- Religious education
- PSHE
- Spanish

To ensure coverage of all areas we have developed a whole school framework which ensures balance, continuity, and progression throughout the school. At Hollywell we tailor the curriculum to be as cross curricular as possible – children learn so much more effectively when they can see links between subjects, and this allows us to foster creativity and give learning meaning.

We ensure pupils have opportunities to develop and apply their communication and computing skills in all subjects and enquiry skills are developed through science, history, and geography. We promote creativity which involves thinking imaginatively, working purposefully, being original and having an outcome that is of value in relation to the objective.

We also value education for sustainable development which enables pupils to participate in decisions about the way we do things, both locally and globally, that will improve the quality of life now without damaging the planet for the future. There are opportunities for pupils to develop their understanding of sustainable development within the school curriculum, in particular their work in geography, science and PSHE (personal, social and health education).

We encourage pupils to reflect on what and how they learn. They consider how the skills they develop can be applied to different subjects, different problems, and real-life situations.

In Key Stage 1 and 2 Maths and English are taught daily. Other subjects are incorporated into a weekly timetable to ensure appropriate and equal coverage. Some subjects like Design and Technology are blocked into units and may be taught at different times of the year, in topics as far as possible.

Subject Overviews

Mathematics

Maths is taught for approx. an hour daily. Our maths curriculum includes all aspects of the National Curriculum and is designed to provide a link between mathematics and the real world. Links are also made between different curriculum areas whenever possible. We want the children to be confident in applying mathematical skills, concepts, and knowledge and to be able to solve problems sensibly and systematically. We aim to foster a culture of independence and resilience where the children learn from their mistakes.



We ensure that we develop the children's number fluency skills and mental maths through structured teaching and repetition. Practical learning is an essential component of our approach to teaching maths. We want all children to enjoy maths and feel challenged from their own starting point in every lesson; therefore, pupils are assessed regularly in class in order to inform planning and to check progress.

English

Our teaching of English involves five specific areas of the National Curriculum. We aim to develop children's abilities to communicate effectively in speech and writing and to become enthusiastic readers.

1. Phonics and Spelling

Our school has chosen Little Wandle Letters and Sounds Revised as our systematic, synthetic phonics (SSP) programme to teach early reading and spelling. Phonics is taught daily in EYFS and KS1.

2. Reading

"There are many little ways to enlarge your child's world. Love of books is the best of all."

At Hollywell Primary School, we believe that reading is an essential life skill, and we are committed to inspiring our children to become lifelong readers. At the heart of our strategy is our drive to foster a love of reading. Carefully chosen quality texts are woven throughout the curriculum and serve to underpin the teaching of both reading and writing as a whole.

All children have a daily reading session for 20 minutes. This is supplemented by home/school reading diaries. Some children also receive 1-1 reading support. All children are encouraged to read at home. with parents and will bring home books to read. All children have a reading diary.

3. Handwriting

Handwriting is taught daily in Year 1 and 2. This may consist of discrete practise or as part of their English lesson. In Key Stage 2 handwriting is integral to the English lessons, with extra sessions in place for children who find handwriting more difficult. From Year 3 the children are taught to join their writing

4. Speaking and Listening

Speaking and listening objectives are taught within the English curriculum. In addition, there is opportunity during the school year for children to speak during performances and assemblies.

5. Writing

At Hollywell, English (specifically writing) is taught for approx. 5 hours a week. Each class has a curriculum map of writing topics across the year that tie in with their topic learning theme and is based around quality literature, stories and poems. The curriculum map ensures that the children learn how to plan,

write and edit fiction and non-fiction texts. In English we ensure that during the first part of a unit children are able to immerse themselves in a text and learn important vocabulary and writing ideas. After this they are taught specific sentence objectives to ensure that they can apply their grammar skills in their writing. Finally, they write a first draft independently and then use their 'edit and improve' skills to correct and refine their writing.

Science

In science, we teach the children scientific knowledge and understanding through different types of science enquiries. We want to encourage children to be curious about the world around them and to enjoy exploring and observing science in everyday life. Children are encouraged to undertake investigations at all levels and we expect children to become more skilled in making predictions and formulating simple hypotheses. Practice in the recording of work is developed throughout the school.



We believe that it is important that children develop an understanding of important scientific ideas and processes, and they are able to confidently communicate this knowledge to others.

History and Geography

We teach these as projects throughout the year and enrich the children's learning through carefully planned off-site visits or visitors into school linked to the theme. Use is made of the immediate locality, and we firmly believe that visits enhance children's learning.

Our curriculum map is structured to ensure full coverage of all the history and geography objectives across year groups and all topics are chosen to inspire and engage the children.

Computing

As well as being taught discretely, we build in opportunities for the use of computing in all subject areas. We aim to prepare children to participate in an increasingly technological society.

We use the interactive whiteboards, laptops, and I-Pads to aid our teaching and involve the children. Keeping safe online is an integral part of our computing curriculum. Therefore, this is referenced in computing lesson as well as being reinforced by regular assemblies.



Design and Technology

Children are given the opportunity to work with different materials and tools and to find out how things are made and how they work. It prepares children to participate in tomorrow's rapidly changing technologies; to think and intervene creatively to improve the quality of life.

Art and Design



Art is taught within the topic theme so that the children can apply their knowledge and understanding of the context to their artwork. Within each year group the children learn how to work with different materials and apply different techniques. For example, the children learn techniques for printing, collage, sketching, painting, and how to use textiles. They also learn how to make 3D sculptures using different materials and how to use Digital Media to produce art. The work of well-known artists is referenced wherever possible. Examples include Gaudi, Caulfield, Moore, Hokusai, Hockney and Picasso.

Music

Children are encouraged to participate in school concerts and community performances as well as having the experience of both making and listening to music. In school we also offer music lessons with a peripatetic music teacher in drums, guitar, piano and violin.

Physical Education

At Hollywell, being active and taking part in sports is a large part of our curriculum offer. We believe active children not only learn better but are also healthier both mentally and physically.

All children have at least 2 hours of PE lessons a week, with at least 1 hour being taught by a specialist sports coach. Over the year the children take part in gymnastics, dance, games, and outdoor and adventurous activities. From Year 2 onwards, all children will also have a block of swimming lessons, taught by swimming instructors, each year.



Extra- curricular sports opportunities are an important extension of our PE curriculum, and we offer a range of different sports clubs. Currently, we are also offering extra sports clubs at lunchtimes.

In Key Stage 2, the children have the opportunity to compete with other schools in football, rugby, netball, tri-golf, table tennis, swimming, athletics, rounders and cross-country competitions. We are proud of our sporting achievements.



Older children are involved in team games during games sessions as well as after school. We are fortunate to have our own football/games field as well as a marked netball pitch.

The school is part of a School Sports Partnership and currently hold a 'Gold' Sports Mark award for our sports provision.

Religious Education

Teaching follows the agreed syllabus of Nottinghamshire Education Committee. The school seeks to encourage regard for moral values and to instil self-respect for others, tolerance of other ways of living and understanding of the world. This is achieved by way of stories, class topics and school assemblies.

Parents have the right to withdraw their children from religious education. If you would like to discuss this, please contact the school office. The school is not affiliated with a particular religious' denomination.

Personal, Social and Health Education and Citizenship

PHSE and citizenship help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and become informed, active, responsible citizens.

Health education focuses on keeping healthy in both mind and body, the safe use of medicines and drugs and the dangers of smoking. In Year 5 and Year 6, pupils are taught about puberty, conception and birth. Parents are informed when Sex and Relationships lessons take place. Sex education is taught in accordance with guidelines issued by Nottinghamshire Education Authority and approved by the Governing Body.

Parents have the right to withdraw their children from sex and relationships education. If you would like to discuss this, please contact the school office. The policy for sex and relationships education is available for parents.



Two children from each class are elected to the School Council and the School Council is organised and managed by a group of Year 6 children.

Modern Foreign Languages

All children from the Reception class to Year 6 have a weekly Spanish lesson. This is taught in accordance with guidelines from CILT, the National Centre for Languages. There is a focus on speaking and listening with a small amount of writing, so the children learn songs and poems as well as looking at what life is like in Spain.



GROWTH Enrichment

The GROWTH Project is a curriculum enrichment initiative we have developed in school that allows our children the opportunity to access activities designed to promote the development of key skills or attributes. Children work in small groups of mixed ages on a range of enriching activities. These currently include:

- Ice Skating
- Forest Schools
- Community local project
- Orienteering
- Music
- Wheelchair sports
- Movie making
- Healthy Cooking
- Multi-sports
- The arts



Forest Schools

We believe our children should have regular, access to a natural environment which provides them with inspirational and challenging outdoor learning opportunities. At Hollywell we are lucky to have our very own woodland within our school grounds. Forest School offers a learner centred approach, where participants can learn through self-directed play and exploration. Our children are given the opportunity to develop their curiosity, confidence, self-esteem, creativity, empathy, communication skills, knowledge of the natural environment and ability to assess risk.



Groups of children from every class take part in Forest Schools.

Examples of Forest School activities include:

- Nature exploration
- Building dens and other structures
- Fires and cooking
- Games and opportunities for imaginative play
- Natural crafts
- Using tools, such as knives and saws



Residential Learning

At Hollywell we have a well-established series of residential visits for the children to enjoy. These are designed to build each year in length and encourage team building and independence. The residential visits are:

- **The Mill Adventure Base** - Year 4 stay for 1 night at a purpose-built activity centre. For many of our children this is often their first time away from home without their parents. The focus here is on team building and outdoor adventure-sports based activities.
- **Beaumanor Hall** - Year 5 stay for 2 nights. This is designed to build upon year 4 and the focus here is on encouraging children to step out of their comfort zone and develop self-confidence and belief.
- **Walesby Adventure Camp** - Year 6 stay for 3 nights. The focus here is on independence and self-sufficiency. The children put up their own tents, help cook the meals and enjoy a range of outdoor adventures.

Homework



Children are set regular homework which may include reading, learning multiplication tables, spellings and a variety of tasks linked to all areas of the curriculum. We consider home learning as an opportunity for the children to consolidate their learning from school and thus we ensure that the homework is accessible for all children. Whilst at Hollywell, children will have the opportunity to use different online platforms to complete homework set by their teacher.

In Years 5 & 6 we encourage the children to become independent learners because we understand the importance of preparing them for the transition to secondary school. To this end there is an increase in the amount of homework and the responsibility for completing and handing homework in on time, moves to the child.

What if I am concerned about my child's progress in school?

As a school we aim to work closely with parents. We work together to ensure the best possible outcomes for all our children. Learning is good at Hollywell because teachers set demanding work and deliver lessons that are interesting so that children improve.

Progress at Hollywell is good; our school Value Added Score is positive meaning that children progress at a greater than the expected rate between KS1 and KS2.

If you do become concerned over your child's progress do not hesitate to talk to your child's class teacher – **you do not have to wait** for a parents evening. Teachers are always happy to make an appointment to discuss your concerns.

Including All Children

Hollywell Primary School adopts a 'whole school approach' to Special Educational Needs (SEN) which involves all the staff adhering to a model of good practice. Staff are committed to identifying and providing for the needs of all children. Inclusion is regarded as crucial to this policy. We aim to create an environment of equal opportunities for everyone. Mrs Sibley, the Special Educational Needs co-ordinator (SENCo), is responsible for the day-to-day operation of the school's SEND policy and co-ordinates provision for pupils with SEND and liaises with parents, staff and external agencies.



Accessibility and Pupils with Disability

As an inclusive school we are committed to raising the attainment of all pupils with due regard to their individual circumstances. We are committed to challenging discrimination against those with disabilities, ensuring equality of access and preparing all pupils for life in a diverse society.

We recognise that it is the responsibility of everyone in our school community to ensure this ethos is actively and consistently reflected in practice. We systematically assess, evaluate and regularly review the impact of our school accessibility plans on the life, attitudes and achievements of all groups and individuals in our school.

Keeping Your Children Safe

Safeguarding, or keeping your child safe, is one of our prime responsibilities. This includes protection from abuse; online safety; children knowing how to deal with bullying; procedures to keep children safe on off-site visits and more. In line with legislation, staff, volunteers, and contractors are checked for their suitability to work with or near children and beyond this, staff and volunteers are fully trained in child protection.

All parents need to understand that schools have a duty to safeguard and promote the welfare of children who are their pupils. This responsibility necessitates a child protection policy and procedures. A school may need to share information and work in partnership with other agencies when concerns about a child's welfare arise.

Hollywell Primary School has a Safeguarding and child protection policy, and this is available for parents to view on the school website. The head teacher is the 'Designated Senior Person' for child protection, and she is happy to discuss any questions or concerns parents may have related to child protection policies and practice.

Race Equality

We respect the value of the linguistic and religious diversities which exist within the wider community. We are committed to challenging attitudes that promote racial discrimination ensuring respect for all and preparing pupils for life in a culturally diverse society.

We recognise that it is the responsibility of every member of the school community to ensure that this ethos is actively and consistently reflected in our practice. We systematically assess, evaluate, and regularly review the impact of our school accessibility and race equality plans on the life, attitudes and achievements of all groups and individuals in our school.

Security

During school hours it is only possible to enter by the front door. Please report to the office as soon as you enter the building.

Safety

Children should be brought to school and collected by an adult. If you will not be able to collect your child, please let the class teacher know and school office who will be coming in your place. **We will not release your child to another adult unless we have had a message from you.** Please make sure that we know how to contact you by telephone.

At the end of the day, Reception children can be met by the classroom door; Our Reception Teacher hands children over to the adult collecting, to ensure the safety of the child. Some children become anxious if their parent/carer is not waiting for them- so it helps that if you are held up, to contact the office and let us know. For children other than the Reception class, parents can meet them on the playground, where teacher

dismiss them to their adults. There is always a member of the school staff on the main school gate at the start and end of everyday.

If children are brought to school by car, we ask you to avoid parking close to school because of the danger to children walking to school. **Parents are not permitted to park in the school grounds or to drive into school to collect children.** Your co-operation ensures the safety of the children and also the good relationship between the school and our neighbours in the adjacent roads.



Contact with School

There will always be a welcome when you contact the school. The office staff will be able to assist you with routine enquiries or pass on messages to members of staff. If parents are at all anxious about their child's work or behaviour, they should contact the class teacher and/or the head, to make an immediate appointment to discuss the matter. Please get in touch as soon as a problem arises, do not wait until it becomes a greater problem. Most questions and anxieties are dealt with in this way.

School Uniform

- White or red shirt or polo shirt
- Red sweatshirt or cardigan (with or without the school logo)
- Grey trousers or school shorts (not sports shorts)
- Grey skirt, pinafore or culottes (not sports shorts)
- Red checked summer dress
- Black shoes or boots, (no trainers)
- Black, grey, red or white plain socks
- Black, grey or red plain tights



PE Kit

- Red shorts
- Plain white t-shirt
- Trainers
- Tracksuits can be worn for outdoor PE in cold weather

Children will need their PE kits in school every day. All uniform, including shoes and trainers, should be clearly marked with your child's name to ensure that if any item is misplaced it can be returned to you.

Jewellery and Accessories

Pupils can only wear in school a watch and small stud earrings. They cannot wear any other jewellery (unless by prior agreement with the Head Teacher). Please note that no jewellery is allowed during PE lessons or swimming lessons so please make sure that earrings are not worn on PE days unless your child is able to remove them by themselves.

Hair accessories should be kept small, minimal and in school colours only.

The following is not allowed in school:

- Nail varnish
- Temporary tattoos
- Brightly coloured hair dye

Our school uniform can be ordered from Price and Buckland Schoolwear Supplier, Benneworth Close, Hucknall, Nottingham, NG15 6EL.

Call: 0115 964 0827 Email: sales@price-buckland.co.uk



In school everyday children will need:

- a book bag
- a water bottle – not juice or squash. Drinking regularly is important and having a water bottle in school means children have access to a drink.
- a P.E. kit – this should be brought to school on Monday and taken home on Friday. During the colder weather, your child may also need a tracksuit.
- a coat – we go outside for play even if the weather is damp and expect children to be clothed appropriately.

They may also need:

- a sandwich / lunch bag if they are having a sandwich lunch. A packed lunch may contain juice.

School Meals and Lunchtime Arrangements



At Hollywell hot meals are cooked on the premises and the cost currently is £14.25 per week (£2.85 each) for children at Key Stage 2. The weekly menu is available on the school website.

Universal Infant Free School Meals: Since September 2014 all infant aged children (Reception, Year 1 and Year 2 classes) have received their midday school meal free of charge. Lunchtime at school is also a learning time, so we encourage all infant children to 'try' a school dinner (unless there is a specific dietary need).

Key Stage 2 school meals: The school operate a cashless system for school meal payments for key stage 2 children (Years 3, 4, 5 and 6). The online system, Parent Pay, is where parents/carers can top up their child's account using a secure online account. Parent Pay accounts must be kept in credit to ensure your child can receive a school meal.

Free meals

Facilities for free school meals are available, and all enquiries should be made either to the office or to Nottinghamshire County Council on 0300 500 8080. These enquiries are, of course, treated in strictest confidence. For children entitled to a free school meal the school kitchen can also provide a meal for any educational visits. Please notify the office 2 weeks in advance if you would like a packed lunch for any class visit.

Sandwich meals

Key Stage 2 children, or Key Stage 1 by prior arrangement, may bring food and drink to consume on the school premises under supervision at lunchtime. The following is a list of guidelines, which should help to minimise the problems that arise in school from packed lunches.

- All food and drink must be packed in an unbreakable container with a tight-fitting lid, and clearly named
- Glass containers, should not be brought to school
- Children should not bring hot drinks or soups to school
- All food and drink should be consumed at lunchtime only and sweets are not allowed
- If, for any reason, a child has forgotten his or her packed lunch, we will do everything possible to contact the parents. It may be possible for the child to have a school meal at the appropriate charge. No child will ever go without food.
- If your child has to leave school during the lunch period, they must be collected from the school entrance area by arrangement, with their teacher and one of the midday supervisors.

Refreshments

We ask that parents to co-operate in the social and health education of their children by not sending them to school with sweets, or chocolate to eat during break times. We are a healthy school, so only fruit is allowed for a snack at playtime. All Key Stage 1 children have a fruit snack as part of the government recommended '5 a day' scheme.

Milk

Milk can be ordered via Cool Milk at www.coolmilk.com or by telephone: 0844 854 2913

The National Fruit Scheme

Under the Governments National School Fruit Scheme for Key Stage One children each child will be entitled to receive a free piece of fruit every day. The fruit will be fresh and of good quality, equivalent to the fruit that we buy in the shops. The scheme is voluntary and there is no obligation for your child to take part.



Parent Teacher Consultation Meetings

All parents are invited to a Curriculum Meeting at the beginning of the school year, in September. This meeting gives an opportunity for parents to meet the class teacher as well as find out what their child will be doing that year. This is followed up by our Teacher/Parent Interview Meetings.

These meetings are held in the Autumn and the Spring term. Each parent is allocated a time to see the class teacher. Further time may be arranged on request, if required. A further evening is held in July which offers parents the opportunity to discuss written reports and to view the school with their child. In July there is also an open afternoon where pupils can share their work and celebrate their achievements with their parents and carers.

An Open Day is held during the Summer Term when parents are able to visit the school and see the children working. It gives parents an opportunity to see the books and materials, which are in use and to talk with their child about the work they are doing.



Newsletters

We aim to keep all parents informed about Hollywell via regular newsletters. These will be sent via Dojo.

Newsletters are also posted on the website www.hollywellprimary.org

Parental Involvement

Education is a partnership between home and school. We believe that the only way we can succeed in our aim of providing effective and worthwhile experiences for your child is for us to have an honest, active partnership with you the parents. Only where parents and teachers are working together can the best results be achieved, not just as parent helpers, though these are a tremendous help, but in the way our attitudes to each other and to the school in general are positive.

We are very fortunate in the support we receive from parents. We are always grateful for offers of assistance. Parents are welcome to help in school on a regular basis with certain aspects of the school curriculum, usually artwork and listening to children read.



Breakfast and After-School Care

The Lime Trees operate before and after school care on the school premises. This is OFSTED registered.

Breakfast Club

The Lime Trees breakfast club is open at school from 7.30am – 8.45am each weekday.



Here children can fill up for the day. They are offered a breakfast selection (from cereal to fresh fruit and porridge), which is served buffet style so that children can make their own choices. Children can then participate in planned activities before being delivered to their classrooms for the start of school.

After-School Club

The Lime Trees after-school club is open at school from 3.30pm – 6.00pm each weekday.

Here they can socialise with friends, take part in a range of activities from parachute games to arts and crafts or relax. If your child would like to get on with their homework, we'll make sure there's a quiet spot and the appropriate support. For those that are with them until 6pm, a light tea is provided.

For more detail, pricing or to make arrangements please contact The Lime Trees on 01159313562 hello@thelimetrees.co.uk



Hollywell School Staff

Head Teacher	Mrs Elizabeth Ellis
Deputy Head Teacher	Mrs Tracey Harlin
Teaching Staff	Mrs Emma Brown Mrs Sharon Sibley Mrs Isabelle Fawcett Mrs Nicola Photiou Mr Guy Owen Miss Megan Chapman Mr Craig Chadburn Mrs Laura Painter Mrs Sarah Sharpe
Teaching Assistants	Mrs Lorraine Collins Mrs Wendy Turner-Paxton Mrs Nicola Sankey Miss Lucy Hadley Mrs Jamie Till Mrs Lisa Lamb Mr Tim Marsden
Care Assistant	Mrs Lisa Scott Miss Chloe Quinn
Spanish Teacher	Mrs Isabelle Fawcett
Sports Coach	Mr Tremaine Freeman
Office Manager Office Administration	Mrs Sallyann Petts Mrs Lois Wilde Mrs Jade King
School Cook Kitchen Staff	Mrs Rachael Keeling Miss Alex Johnson Mrs Karen Jenkins
Senior Midday Supervisor Midday Supervisors	Mrs Angela Hewes Mrs Anne Belfield Mrs Louise Surgay Miss Chloe Quinn Mrs Lisa Fields Mrs Jamie Till Mrs Lisa Scott
Site Manager	Mr Andrew Petts

School Summary

At Hollywell, we feel that we have achieved a 'family' atmosphere where even the shyest child feels at home. Children are encouraged to take on responsibilities from an early age and this leads to self-confidence and a responsible attitude to others and to the environment.

We are committed to providing the best possible education for your child.

At Hollywell we have an established reputation for providing high standards and expectations within a structured and caring environment.

Every child matter to us and our aim is to encourage pupils to achieve their best and to lay the foundations on which their future learning is built.

Starting school is an exciting and important time for every young child and their parent and we want it to be a happy and successful experience. With your help and support we will work together to provide the best possible start to your child's education and to make their time in the education system enjoyable and successful.

