

SPRING HILL

COMMUNITY PRIMARY SCHOOL

'To be the best we can be.'

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Acting Headteacher: Mr G Ellis

Welcome to Spring Hill

We are all very proud of our school. At Spring Hill our school motto is 'To be the best we can be.' As a school we aim to provide the best educational experience for all our children and celebrate successes across the curriculum. We aim to deliver a curriculum that develops a love of learning in all our children and we believe that our school is a wonderful place to learn.

In our OFSTED inspection (February 2018) it was commented that '...pupils are a real credit to the school. They are polite and keen to speak about their learning. They also display good manners.'

We hope that every child achieves and experiences success at Spring Hill and leaves our school with the skills needed for further challenges, taking with them many happy and rewarding memories.

This brochure will give you some information about our school and a flavour of what our school is like.

We look forward to working in partnership with you over the coming years.

Mr G Ellis

Acting Headteacher

Our Vision

At Spring Hill we aim to ensure that every child is:

- A successful learner
- A confident individual
- A responsible citizen
- An effective contributor

We do this by creating a happy, creative and inclusive learning environment which promotes excellence and develops a life-long love of learning.

School Values

Our school values are the 6R's of Springhill Community Primary School;

- 1. Respectful**
- 2. Responsible**
- 3. Resilient**
- 4. Resourceful**
- 5. Reliable**
- 6. Remarkable**

These are the touchstones for '**who we are**' and '**how we are**' throughout our school community.

Our Curriculum Intent

At Spring Hill, our curriculum intent is to make our children feel that they belong, that knowledge is theirs for the taking; allowing our children to not only feel rooted in their community, but to serve it and shape its future whilst enabling them to achieve and compete, compassionately, within a national and international context.

SCHOOL STAFF

Senior Leadership Team

Acting Headteacher	Mr G Ellis
Deputy Headteacher	Mrs H Jones
Deputy Headteacher	Mr B Switzer

Key Stage Leaders

Mrs L Freeman
Mr O Tracey
Mrs V Hornby
Mrs S Robinson

Special Educational Needs Leader

Mr N Blower

Learning Mentor and Family Support Worker

Ms L Kay

Designated Safeguarding Leads

Mr G Ellis
Mrs H Jones
Mr B Switzer
Mr N Blower
Ms L Kay

Teaching Staff

Mrs A Adams	Mr N Blower	Miss E Brown	Mrs K Walmsley
Mrs C Bicknell	Mrs M Brunskill	Mrs L Freeman	
Miss G Whiting	Ms K Harwood	Mrs V Hornby	
Mrs S Kendall	Ms L Kay	Miss J LePage	
Mrs S Robinson	Mr P Scholes	Mr O Tracey	
Mrs J Williams	Miss S Wright	Miss K Wrightson	

Mr S Brown provides specialist music teaching.

Higher Level Teaching Assistants

Mrs K Daly Mrs T Riley

Learning support

Mrs K Abbas	Mr Z Amin	Mrs N Akhtar
Mrs M Alam	Mrs D Archer	Mrs E Barrass
Mrs M Battle	Ms M Benson	Mrs C Byrom
Mrs L Clarke	Mrs D Cristoforo	Ms B Davies
Ms M Davies	Miss H Fisher	Mrs I Gales
Mrs D Grasso	Mrs A Holdroyd	Mrs N Hussain
Mr S Iqbal	Mrs V Kennedy	Mrs S Khan
Ms M Majid	Mrs Z Nawaz	Miss J Spooner
Miss J Rigby	Mrs A Shuttleworth	Mrs S Zaman

Mrs R Saaed

Mrs S Zaman

School Office

Miss S Ali - School Business Manager

Mrs J Roberts – School Administrator

Miss J Clayton – School Assistant Administrator

Lunchtime Support

Mrs Abid

Mrs Bi

Mrs Ali

Mrs Kauser

Mrs Begum

Mrs Roohi

Site supervision

Mr K Barrass

Mrs S McShane

Mrs H Cash

School Governors

The school governing body has the overall responsibility for the effectiveness of the school. There are currently 10 governors who each serve for a period of four years.

Our governors are:

Dr N Shah (Chair)

Mr P Heaton (Vice-chair)

Mrs J Ashworth

Mrs E Barrass

Mrs S Zaman

Mr K Abbas

Mrs T Khuram

Mrs L Freeman

Mrs S Penman

The full governing body meets at least once per term. There are also two sub committees (Resources, and Standards and Effectiveness) that also meet once per term and report back to the full governing body.



The School Day

Below are the times of our school day. Please ensure that your child arrives at school on time.

Infants

8.50am – 11.50am (Reception)

8.50am – 12.00pm (Years 1 and 2)

1.00pm – 3.10pm (all infants)

Juniors

8.50am – 12.10pm

1.00pm – 3.10pm

Children from Year 1 to Year 6 have a mid-morning break at 10.40am until 10.55am. Children in Year 1 and Year 2 also have a mid-afternoon break from 2.05pm until 2.20pm.



Curriculum

The National Curriculum of England for Key Stage 1 and 2 has three core subjects, English, maths and science, and eight foundation subjects. These are: history, geography, computing, art and design, design technology, languages (in key stage 2), music and physical education.

Alongside these, there is an expectation that the school will offer a curriculum which is balanced and broadly based and which: 'Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.'

Religious education (RE) is also a taught component in primary school, and there is an expectation that an agreed RE syllabus is taught in all maintained Primary Schools.

Within the Early Years Foundation Stage children are working towards the Early Learning Goals as set out by the government in the statutory framework for the Early Years Foundation Stage.

This document states there are seven areas of learning. There are three prime areas - communication and language, physical development and personal, social and emotional development. Alongside the prime areas providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. These specific areas are: literacy, mathematics, understanding the world and expressive art and design.

Our curriculum is based upon clear, shared values, aims and principles which put learners at the heart of its design. We recognise our children as citizens of the world and aim to provide exciting opportunities for the intellectual, physical, emotional, social, scientific and creative development of every learner.

Through our curriculum we want our children to be proud of their heritage, to be knowledgeable of the local community of Accrington, and how that is connected to Lancashire, Britain and the world. We will utilise the local environment and ensure that visits to other locations or visitors to the school enable the teachers at Spring Hill to deliver memorable learning experiences. In addition, through the teaching of the foundation subjects the key skills of the core subjects can be enhanced and further developed. At Spring Hill, we place a strong emphasis on sport and music so that our children learn the importance of keeping good physical and mental health as well as the emotional well-being that is brought about through exercise and music.

We began our curriculum journey back in 2018, with the introduction of themes for each term. Each theme centred on a specific text, chosen to engage and excite learners. These themes were designed to enable children to see connections and develop skills and knowledge along broad themes. Subjects such as computing and design and technology enhance thinking skills and are key areas in professions such as engineering and those in the science arena. History, geography, RE and languages promote an understanding of where we come from as a nation and our place in the world, as well as teaching children enquiry skills and critical thinking which are crucial in many professions. Music and art and design enable children to be creative and develop skills in imagination, critical thinking and composition. These are tools that all children need to become rounded adults with high aspirations. Physical Education ensures that children are healthy, have a good understanding of teamwork, are given the opportunity to explore competitiveness in a positive manner and experience a wide variety of games, dance and gymnastics.

At Spring Hill, we give special thanks and praise to the following educational specialists whose work has supported us in our curriculum development:

Dr Debra Kidd, Jonathan Lear, Hywel Roberts, Dr Andrew Curran and Dave Keeling.

We were especially proud to host a joint 'Bringing the Curriculum to Life' conference with Debra, Jonathan and Hywel in November 2019 in Blackburn, which, for the staff at Spring Hill, was an opportunity to share our curriculum journey so far with colleagues from around the UK and Europe.

Religious Education

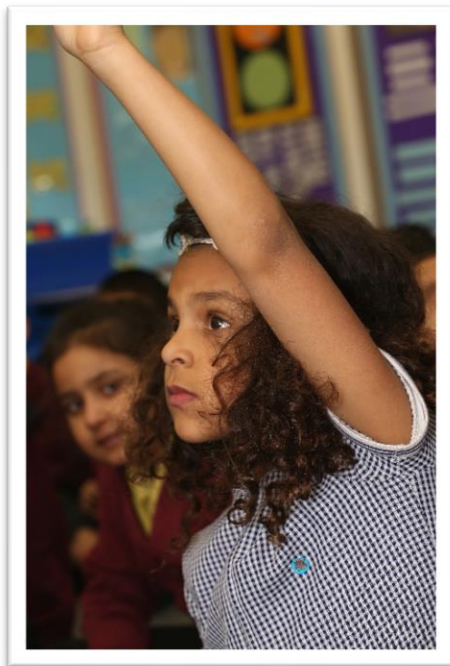
All state schools are required to have a curriculum that promotes the spiritual, moral, cultural and social development of every child. Each school must also teach Religious Education (RE) for all pupils; however parents and carers have a legal right to request that their child be withdrawn from RE. This must be done in consultation with the headteacher. At Spring Hill we follow the Lancashire Agreed Syllabus for RE.

Curriculum Overview:						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Pioneers Little people, big dreams series 3wk – Information text – What makes someone a pioneer? 2wk – Mission Study (Neill Armstrong) 2wk – Job description for an astronaut	Fire Fire! 3wk – Report - chronological 2wk – Diary 2wk - Instructions	Roll & Rock Stone Age Boy by Satoshi Kitamura 3wk – Adventure stories 2wk – Legends 2wk – Poems with a structure	Rotten Romans 3wk – Chronological report 2wk – Explanation 2wk – Newspaper report	Groovy Greeks Who Let the Gods Out by Maz Evans 3wk – Fantasy stories 2wk – Comic strips 2wk - Explanation	The Industrial Revolution 3wk – Information texts 2wk – Persuasive propaganda posters 2wk – Poetry using imagery
Autumn 2	To Infinity & Beyond Aliens Love Underpants by Claire Freedman 3wk – Fantasy stories 2wk – Book adverts (Write and record) 1wk – Poems on a theme	Marvellous Monarchs 3wk – Information text (History of England's Monarchy) 2wk – Monarch study (The Queen) 2wk - Poetry	Rock & Roll-The Beatles 3wk – Non-Chron report 2wk – Biography 2wk - Diaries	Vicious Vikings There's a Viking in My Bed by Jeremy Strong 3wk – Stories with issues and dilemmas 2wk – Author study 2wk – Poems on a theme.	A world at War War Horse by Michael Morpurgo 3wk – Stories with historical settings 2wk – Persuasive letters 2wk - Poetry	Titanic 2wk – Newspaper report 3wk – Stories with flashbacks 2wk – Biography
Spring 1	Proud of my Place 2wk: Description narrative & presentation 3wk: Persuasive letter	Wild Things Where the Wild Things Are by Maurice Sendak 2wk – Classic fiction 2wk – Film/book comparison 1wk - Poetry	How does your Garden Grow? By Gerda Muller 2wk – Stories on a theme 2wk – Explanation 1wk - Poetry	There's no place like home – UK independence 2019 2wk – Information texts 1wk – Debate/Discussion 2wk – Persuasive letters	The Mighty Earth-Italy, Pompeii 2wk – Reports 2wk – Myths 1wk – Poetry using figurative language	Trash Planet Trash by Andy Mulligan 2wk – Descriptive writing using figurative language 2wk – Crime fiction 1wk – Rap poetry
Spring 2	There's no place like home - UK 2wk – Non-Fiction booklets 2wk – Travel diary 1wk - Explanation: Posters	Africa 2wk – Non-Chron reports 2wk – Informal letter about visit to Africa 1wk – Debate & Discussion-poaching	America 2wk – Information text (Booklets) 2wk – Formal letters 1wk – Informal email/postcard	Australia 3wk – Non – Chron report 2wk – Description narrative- Aboard the prison ships	Great Explorations-Alaska Way of the Wolf by Bear Grylls 2wk – Suspense/action stories 2wk – Book adverts 1wk – Biography of explorer	Water World Kensuke's Kingdom by Michael Morpurgo 2wk – Stories with issues/dilemmas 2wk – Diary 1wk - Debate
Summer 1	Owls Owl Babies by Martin Waddell 3wk – Stories with an issue/dilemma 2wk – Stories by the same author (Can't you sleep Little Bear?) 1wk - Poetry	Year 2's Got Talent Giraffe's Can't Dance by Giles Andreae 3wk – Stories with issues/dilemmas 1wk – Book review 2wk – Adverts (Filmed) 1wk – Discussion (PSHE issues)	Super Heroes The Avengers Comic Strips & Young Heroes by Lula Bridgeport 2wk – Comic strips 2wk – Cartoon study 2wk – Character fact file	Chocolate Willy Wonka and the Chocolate Factory 3wk – Fantasy/Imaginary World stories 2wk – Film study and play script 1wk - Poetry	At the Movies Hugo Cabret by Brian Selznick 2wk – Mystery stories 2wk – Film study 1wk – Poetry	Super Sleuth Stormbreaker by Antony Horowitz 3wk - Mystery stories with suspense 2wk – Film study 1wk – Gadget description 2wk – Letter writing 2wk – MI6 character profiles 2wk – Write a debrief for the mission
Summer 2	The force of nature 3wk – Journalistic writing 3wk – Adventure/survival narrative	3wk – Stories by the same author 1wk – Rhyming poetry	Robots The Iron Man by Ted Hughes & Mega Robo Bros. 2wk – Science Fiction stories 2wk – Author study 2wk – Poems on a theme	Healthy Me 3wk – Healthy person study/biography 2wk – Instructions 1wk – Persuasive posters	Enterprise 2wk – Discussion text about successful entrepreneurs 2wk – Biography 2wk – Write a job description as an entrepreneur who is hiring.	

School Visits/Visitors / Extra Curricular Activities

All classes will have the opportunity over the school year to support their learning by having at least one visit/visitor and this is often more. These are organised by the class teacher to support the learning in a particular curriculum area. Costs for are kept to a minimum for all visits and are always subsidised by school. Parents are asked to contribute towards the cost. Whilst no child is ever refused a place on a visit because a contribution has not been given, if there are insufficient funds to cover the visit it may be cancelled.

Further details are available in our charging policy which is available on our school website.



School dinners/dinner money

The school offers a range of tasty, nutritional meals for children served each lunchtime. Children in infant classes (Reception, Year 1 and Year 2) qualify for a free school meal each day. Children in junior classes (Year 3 – 6) must pay if they wish to have a school dinner. These are priced at £2.30 per day. Payment for dinners is done via our ParentPay system.

Special Educational Needs and Disabilities

Some children need help and support with their learning or another aspect of school at some point in their time with us at Spring Hill. When children start at our school we will talk with parents and the previous school or nursery, to ascertain whether the child has particular needs, so that we can then make the appropriate arrangements. Some children may be identified as having special needs during their time at Spring Hill, which may mean they need special attention to be able to do their best. We will always talk with parents about children's progress and how this can be developed. We hope that parents will also talk to class teachers about their own feelings in this regard.

Mr Blower is the Special Educational Needs and Disability Co-ordinator (SENDCo) and makes sure that this is happening in our school.

He works with the teachers to

- ◆ identify children who are underachieving
- ◆ find out why some children are having difficulties
- ◆ provide support programmes for children, if needed, which is appropriate
- ◆ help children to overcome difficulties and become successful learners.

We work closely with educational psychologists, a speech and language therapist, support teachers, counsellors, medical professionals and other agencies to identify and meet the needs of the children in our care.

We always like parents to ask about the work which the children are doing. If you have any concerns please come in and talk to the class teacher. If the class teacher has any concerns they will let you know too.

We also have a Learning Mentor, Ms Kay, in school who works with groups of children and individuals, who are experiencing difficulties which require short term additional help. The input helps them to overcome these difficulties and continue with school life. This could involve meeting with the family to talk through any concerns.

Reporting to Parents and Carers

At Spring Hill we operate an 'open door' policy where parents and carers are welcome to make appointments to come into school to discuss their child with the class teacher or with a senior member of staff at any time during the school year. An annual report is provided for parents in July which informs parents about the progress their child is making.

Attendance and Absence

Excellent attendance at school is essential to ensure your child makes the progress they are capable of. We need your child to be in school as much of the time as possible – 100% would be brilliant, but we need everyone to aim for at least 96% attendance which is our school target. We have a detailed attendance policy which explains what our procedures are. We are committed to raising attendance, so we will work hard to reward children and classes with the best attendance. Where attendance is a cause for concern, parents will be invited into school to discuss how this can be improved.

If a child is away from school, it is important that parents / carers inform school as early as possible on the first day of absence or in advance when this is possible. If we have had no notification by 9:30am on the first day of absence, a member of staff will ring to establish the reason for the absence. This is to safeguard children.

We will allow children to take one day's holiday if they celebrate Eid, when Eid falls on a school day.

No other leave of absence will be granted unless in exceptional circumstances. This **must** be discussed with the headteacher when leave of absence is requested. Please see the school policy for full details. Children who are often late or frequently absent without good reason will be offered support from our Learning Mentor. Where families persistently keep children off school with no good reason, the Local Authority may issue a Fixed Penalty Notice (a fine).



Accidents and Illness

Minor illnesses and accidents will be dealt with at school by school staff. Many staff hold a current First Aid Certificate, including some with a Paediatric First Aid Qualification. In the event of any bump to the head, a letter is sent home to parents /carers to inform them.

If a child is really quite poorly or has had a nasty accident, a parent or carer will be contacted at home or work. This is the reason that school must keep an up to date emergency contact number for all children. Emergency contact forms are sent out annually to parents in September in order that they may be updated. If circumstances change, parents / carers are asked to notify school as soon as possible.

Unfortunately, head lice can be a problem in school and we ask parents /carers to check their child's hair on a regular basis. Combing hair every day can help to prevent the lice becoming established and weekly combing of wet hair over the sink or a pale towel is a good method of detection. If you find any signs of headlice, please apply a suitable treatment which can be bought from the chemist and inform school.

All parents / carers should notify school if their child has any infectious disease, especially rubella (German Measles).

Medicines

Children may only bring prescription medicines into school and parents/carers must complete a consent form for the school to administer it. Only prescription medicines that are required four times daily will be given. The school will not administer paracetamol or ibuprofen based products unless they have been prescribed by a medical professional.

Medicines are stored securely in the school office.

Asthma inhalers – these should be clearly marked with the child's name and can be kept in class and this is advised. The school also provides inhalers in case of emergency.

Equal Opportunities

We aim to provide all children with equality of opportunity, regardless of age, ability, gender, ethnicity or religion. We endeavour to promote positive role models for children through all our learning opportunities. We have an Equality Policy which covers all areas related to equality.



Behaviour

We have a comprehensive policy for behaviour to ensure high standards at all times. This is available to view on the school website.

At Spring Hill, children are taught to have respect for others, to care about each other and to care for the school buildings, grounds and resources. This is reinforced throughout the year both in class and through whole school assemblies.

All members of our school community are expected to behave in a manner consistent with our Behaviour Policy. Adults are considered role-models within our community and should conduct themselves accordingly. Our overall aims are that children care for themselves, care for each other, care for our school and their wider community.

School Uniform

Burgundy and gold are our school colours. The uniform consists of:

- burgundy school sweatshirt
- gold polo shirt
- grey trousers or skirt.
- Black shoes **(not trainers or boots).**

School uniforms with the school logo are available from Abbey Street Shopping Centre in Accrington next door to the main Post Office or from Whitakers at Oswaldtwistle Mills.

For P.E. children will need to bring a burgundy t-shirt and black shorts or leggings. They will need to bring a pair of pumps/trainers too. P.E. bags are recommended to keep these in.

Please make sure that all items of clothing have your child's name in them. Any personal belongings should also be marked with the child's name.

If they get lost they are more likely to be returned if they are named

No jewellery, except small studs for pierced ears, should be worn. These must be removed for P.E. (by the child)



Mobile Phones

These are not allowed in school. Any contact between child and home during the school day will be made via the school office.



