



Hollymount
School

Inspiring Success



Inspiring
Success

Principal's Welcome



Thank you for taking the time to look at our brochure I hope it gives you an insight to the opportunities we offer our pupils at Hollymount School.

The school has spacious grounds which provide room for the children to play in, take part in sporting activities and also includes a 'Forest School'. Our large hall is used for school community events and indoor sports. A second hall provides us with a dining room which produces fresh, home cooked food daily. The food is excellent and supports our healthy school status. Teaching areas are resourced with up to date technology and are kept bright, with displays to support and celebrate the children's learning.

We have around 300 pupils between the ages of 2 and 11 and all are treated as individuals. Pupils attend 15 hours of Nursery before entering the main school when they start full time in our Foundation Stage Unit. Hollymount is a happy, welcoming school with an inclusive ethos. Every child is valued, without discrimination, on the grounds of gender, ethnicity, culture or disability. We want children to enjoy school and work in partnership with parents, to enable children to reach their full potential both academically and socially.

Through a broad, balanced and varied curriculum, we aim to build pupils' self-esteem and confidence, broaden their experiences, nurture and challenge their skills. This supports them to become happy, independent learners, keen to discover more about their world. Excellent activities enrich the curriculum within and beyond the school day.

I firmly believe that every child has a talent for something. Finding and developing this talent is important to us. It is the key to building their confidence and will enable them to develop and flourish.

Children are expected to behave well, follow school rules and wear correct uniform at all times. I expect staff, parents and pupils to work together to build mutual respect within the school community. Through this we can trust each other and support the children in establishing a sense of responsibility.

You cannot experience our welcoming and caring environment or hear the buzz of children intent on their work by reading our prospectus. Do come and visit us and see the school for real. We would be delighted to show you round and answer any further questions you may have.

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“Inspiring
success.”



About Hollymount

Hollymount School is a remarkable place. From its foundation in 1934, it has grown into a thriving school for children aged 2-11 years, serving its local community. The school is proud to work collaboratively with other schools and higher education establishments in both the local area and further afield. This ensures that the school is always up-to-date with current practice.

In 2014 the school formed The Black Pear Trust and was granted the order by the Department for Education to become an academy school. The Black Pear Trustees have ultimate responsibility for the financial control and quality of education at the School. The Trust delegates responsibility to the Schools Local Governing Body.

The School's Governing body is actively involved in life at Hollymount School and plays an important strategic role in school life. The Governing body is responsible for determining the overall aims of the school. Then it reviews policies, strategies and procedures to ensure the best possible education for current and future pupils.

Governors of Hollymount School give their time voluntarily, receiving no payment for their time and expertise. The Governing body is made up of specialists in education, finance, building, health and safety and law along with parent representatives. Governors are generally expected to serve at least three years on the Governing body.

Governors sit on one of two committees which cover the following areas;

- Buildings
- Education
- Finance and planning
- Health and safety
- Investments
- Marketing
- Nominations
- Risk Management
- Safeguarding

“The curriculum is interesting and stimulating. It captures the children’s imagination and enjoyment.”

Our Learning Journey

Foundation Stage

Children begin their learning journey in the Foundation Stage which comprises of our Nursery and two Reception classes. The Nursery has three well resourced rooms and safely enclosed outside areas. Our ‘Young Explorers’ or Reception classes occupy a large indoor area coupled with two attractive outside areas. Here the children learn through a stimulating range of adult led and child initiated play and learning experiences which will provide them with the building blocks for their future education. Activities and resources are carefully planned within the seven areas of learning:

- Communication and language development.
- Physical development.
- Personal, social and emotional development.
- Literacy.
- Maths.
- Understanding the world.
- Expressive arts and design.

Key Stage 1

The flexibility of the Young Explorers allows easy transition to Key Stage 1, Years 1 and 2, where learning is based on the National Curriculum with the addition of RE and PSHE. The children are class based with their teacher becoming the key person responsible for their academic and pastoral care supported closely by a teaching assistant. Together they work to provide carefully planned activities to challenge and stimulate the children in order for them to progress and build firm foundations in the core subjects. A wide range of practical experiences including visits and visitors support the learning.

Key Stage 2

From Years 3-6, pupils are still with their class teacher but may also have specialised subject staff for some lessons such as French, Music and Sport. The importance of developing good English, Mathematical and ICT skills is emphasised through an interesting, skills based curriculum that includes the arts and humanities. The learning continues to be enhanced through visits and visitors to broaden the children’s experiences and understanding. The children begin to gain more responsibility and take positive roles within the school community e.g. librarians, peer mentors, prefects and school councillors.



Children's Pastoral Care and Welfare

Our school is a safe, secure and caring environment in which children are encouraged to think independently and take responsibility for themselves, others and their environment.

Our provision includes:

- Full police and DBS checks for all staff and regular volunteers
- Comprehensive risk assessments throughout the school
- Clear procedures for ensuring children are safe from harm and strong links with external agencies
- Easy access to our school nurse through 'drop in' sessions
- Facilitated access to a family support worker
- An agreed Behaviour Policy with clear expectations, rewards and sanctions
- An agreed Anti-Bullying Policy worked on annually by pupils, staff, governors and parents
- A bullying report system
- Support from a range of pastoral staff to ensure the emotional well being of pupils
- Nurture class to support vulnerable pupils who have difficulties coping with the rigours of mainstream classes
- A mentoring system for pupils who need an adult to talk to or extra support
- Peer mentoring and 'buddying'
- A comprehensive PSHE curriculum helps children to make correct lifestyle choices
- Daily assemblies where pupils have time for spiritual reflection
- A wide range of curricula and extra curricular sport activities
- An onsite kitchen and separate dining room providing excellent meals made from fresh food and following healthy school guidelines.
- A breakfast club ensuring a 'good start' to every day for all pupils

“Nursery and Reception classes ensure that children's social and emotional development is outstanding (Ofsted 2012).”





Enjoy, Achieve and Succeed

We believe strongly in a broad and balanced curriculum that engages children and stimulates them to achieve their very best.

Children's views on what they are learning are regularly sought and individual progress is closely monitored through our rigorous tracking system. This allows staff to support and extend learning

When appropriate, children with specific learning difficulties are given personalised provision to access the main curriculum. We pride ourselves on our achievements with those for whom the gentle, nurturing approach is essential. Rigour with the understanding of individual needs co-exist.

Our provision includes

- High quality first teaching
- Staff who foster good relationships with the children
- A creative curriculum that is exciting, motivational and relevant to our pupils that has a good balance between skills and knowledge
- Where necessary intervention programmes which support pupils to 'catch up and stay up'
- Support from a wide range of professionals to ensure the needs of all pupils, including the Gifted, Talented and those with Special Educational Needs or disabilities, are met
- Attending specialist more able work shops
- Taking part in local sports events alongside other schools
- Opportunities to participate in drama, dance and musical productions
- Bright, spacious and well equipped classrooms, main hall for arts and sports use, library and suite
- Latest technology to support independent learning

- Computing skills are taught throughout the curriculum so knowledge can be applied through real life contexts
- The school has a range of up-to-date technological equipment
- Regular celebrations of pupil achievements
- Forest School where pupils are encouraged and inspired through positive outdoor experiences
- Meaningful homework projects to support independent learning
- Family learning opportunities where children and parents can learn together
- Parent workshops where the adults can catch up with the changing strategies and methods used in today's teaching
- The "extended schools full core offer"
- Opportunity for residential trips

“Outstanding teaching of Maths, Reading and PSED was observed by Ofsted(2012).”

“The school makes good use of visits and visitors to enrich the children’s experiences and extend their learning.”

Creative Arts

At Hollymount School we are proud to offer our pupils a breadth and range of creative opportunities.

Our Music, Drama and Arts programmes continue to be enhanced through initiatives including drama workshops, theatre visits and visiting artists, art exhibitions, the National Young Voices Concert and the appointment of instrumental music teachers.

Three large school productions a year provide opportunities for our children with scope for actors, stage hands and technicians.

Parents can enjoy not only these performances but many smaller interim show pieces, which support children in developing self-confidence and presentation skills needed for life.





Personal Best

Hollymount School provides a broad range of opportunities, seeking out good quality local facilities, coaching and performances. Sport complements a rigorous academic framework in developing the whole person. Attention is paid to skill development and performance levels while ensuring everyone is offered a programme that challenges and extends them to reach their personal best. Children learn to win and accept defeat graciously.

In Early Years through the provision of structured and child initiated play, we create environments which introduce and develop control and co-ordination in large and small movements. This helps children to move confidently in a range of ways negotiating space safely.

Sport is integral to the Hollymount offer and we aim to engage each young person through participation in sport and physical activities. Hollymount Sport explores not just a child's sporting competence but their character, creativity and community spirit. Our aim is to equip every child to lead a healthy active lifestyle. By working with local clubs and nationally recognised coaches we bring expertise and knowledge so that each young person will be coached to their highest level.



Learning Exercise Clubs Coaching
Leadership Enjoyment Competition

Support

Make a Positive Contribution

We teach our children to care for people, communities and their world and prepare them to be active and responsible citizens of the future.

We expect our children to have respect and tolerance towards others. We are fortunate enough to have a diverse population and are able to help our pupils to show acceptance of differences in abilities, lifestyle and cultures so they can live cooperatively as part of a community.

Our provision includes

- A school council that gives pupils a voice and acts as a vehicle for change within the school and local community
- A behaviour policy that encourages positive behaviour and attitudes towards others
- An attendance policy which sets very clear expectations on punctuality and commitment
- Teaching about local, national and global communities
- Links with schools in other countries
- Caring for others through raising funds for charity
- Caring for others by visiting and entertaining groups in the community
- Working together with other schools
- Environmental education raising issues such as conservation and recycling
- Working with the local police and CSOs

“Individual support for pupils’ pastoral and academic needs help pupils learn well.”



Core Values

As a trust and a school, we have 4 core values:

These are embedded throughout the curriculum and form the foundation of the education of our pupils. Through these values, our aim is to develop well-rounded individuals who will have the skills and aptitudes to become successful members of British society and the world-wide community.

Proud to be me

Enjoy learning

Achieve success

Respect for the world

They can be seen in the daily life of our school:

- Celebration of success in assemblies
- Work showcased around the school
- Learning which stimulates childrens' interests and is clearly enjoyable
- Short term targets set and monitored
- A curriculum which draws on the richness of society and encourages respect for all and the environment



“Pupils feel safe and well-supported by the school staff.”





Hollymount School

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