



Happiness  
Esteem  
Achievement  
Responsibility and Respect  
Truth  
Spirituality and Service

# Hilltop Infant School

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Head of School: Mr D. Chapman

## Weekly Newsletter

Friday 9<sup>th</sup> March 2018  
Newsletter No: 23

**Attendance w/beg:** 5th-8<sup>th</sup> March 2018  
Whole School: 97.3%  
Class of the week: Maple – 99.17%

Chestnut 96.57%	Cherry 95.11%	Oak 94.27%
Ash 98.33%	Birch 97.50%	Elder 98.33%
Maple 99.17%	Willow 97.84%	

**Lunchtime Craze of the Week KS1**  
Yo Yo's

### Letters Home

Dinner menu

**Week Beginning 12<sup>th</sup> March 2018**

### School Dinners

Week 1

### Forest School

No Forest School this week.



### Upcoming Diary Dates

#### March

9<sup>th</sup> Spring Assemblies  
12<sup>th</sup> Year 1 and 2 History Day  
15<sup>th</sup> Whole Class Photos  
15<sup>th</sup> 6:30pm – Breck Foundation Presentation  
16<sup>th</sup> Year 2 Sleepover  
21<sup>st</sup> 2:00pm Maths Workshop, Year 2  
21<sup>st</sup> Parent Consultations  
23<sup>rd</sup> Shipmates Easter Disco  
29<sup>th</sup> Last day of term

#### April

16<sup>th</sup> Return to school  
16<sup>th</sup> National Offer Day

### Spring Assemblies

Today we will be having our spring assemblies. They will be taking place at 9:15am for Chestnut, Cherry, Oak and Ash classes and 2:30pm for Birch, Elder, Maple and Willow. A crèche is available at both assemblies but places must be booked and paid for in advance. There will no Early Years reading session in classes as they will be in the assembly.

### Year 2 Sleepover

Following from the meeting held on Tuesday all forms and payments must be returned to school by today otherwise your child will not be able to attend the sleepover.

### Book Fair

The Book Fair will be in school from 14<sup>th</sup>-21<sup>st</sup> March. It will be held in the school hall every day from 3:10pm until 3:40pm. World Book Day vouchers can be used against the purchase of any book.

### Parent Consultations – Revised Date, Wednesday 21<sup>st</sup> March

The revised date for the parent consultation will take place on Wednesday 21<sup>st</sup> March. All previously booked appointments will remain at the same time. If you have not booked an appointment please contact the office to see if there is any availability.

### **Car Park**

Please be aware that cars leave the car park from 3:15pm. Please ensure that you use the covered footpath in between the infant and junior school and avoid walking through the car park.

### **History Day, Monday 12<sup>th</sup> March – Year 1 and 2**

Monday is History day for Year 1 and 2 and children can come into school dressed up as their famous person that they have researched. This is not compulsory but children are welcome to dress up if they wish.

### **Display**

We are planning a new display for the school foyer and would like to enlist your help. At Hilltop we are proud of our children and their hobbies, we feel this makes them different and unique; could we ask that a photo is sent in showing your child performing this unusual special interest to display in school.

Thank you for helping highlight our children's talents.

*Mrs Thompson*

### **Parent Workshops Year 2**

Thank you very much for all the parents and carers who attended the English workshop on Wednesday. The presentation is available on our website under the letters home page.

### **Year 2 Spelling Test**

Year 2 spelling test will not be taking place today and will be on Monday 12<sup>th</sup> instead.

### **Thursday 15<sup>th</sup> March, 6:30pm**

The Breck Foundation is raising awareness for playing safe whilst using the internet. Breck Bednar was a 14 year old boy, from Caterham, Surrey, who loved technology and online gaming. He was groomed via the internet and tragically murdered on 17<sup>th</sup> February 2014 by someone he met online.

Lorin LaFave, the mother of Breck Bednar, will be delivering a presentation about e-Safety on Thursday 15<sup>th</sup> March at 6:30pm and we invite you to attend.

### **Essex Pass**

Shipmates have informed us that they have now sold out of the Essex passes.

### **Janeway's Joke**



**'Why don't eggs tell jokes'**

***They'd crack each other up!***

If anyone else has a funny joke to make Janeway wag her tail, pop it on a bit of paper and hand it in to the office.



## Ofsted January 2018

We would like to congratulate two of our HEARTS' schools (Waterman and Stambridge Primary Schools) on their recent successful Ofsted inspections.

**Stambridge moved from Special Measures to Good and Waterman retained Good. These are just some of the fabulous comments received:**

**The fantastic comments below reflect not only on the great work individual schools are doing but the strength of collaboration between schools and the positive impact this has on pupils.**

- Under the strong leadership and governance of the HEARTS Academy Trust, staff receive suitable training and support. Staff are confident and effective in their work.
- Pupils' individual needs are known well. Parents and carers are overwhelmingly supportive of the level of individual care and attention their children receive. Pupils' personal development is outstanding
- The quality of teaching is good and continues to improve. Teachers are adept at planning learning that interests pupils and helps them make good progress.
- Leaders ensure that pupils are very safe and well cared for. Policies and Procedures to safeguard them fully meet requirements and are well thought through.
- Pupils say that it is fun. It offers them experiences they might not otherwise have.
- Disadvantaged pupils and those who have special education needs (SEN) and/ or disabilities are nurtured very well and often make strong progress from their individual starting points.
- Pupils look out for each other and show care and consideration to their classmates. As a result, pupils feel safe and enjoy coming to school.
- The local advisory board has a good understanding of how well pupils are achieving. Its members challenge leaders to show the impact of their work to improve teaching.

### **Effectiveness of leadership and management**

- Leadership and management are good because the Head of School, together with the Trust, work effectively and collaboratively.
- The staff that responded to their online questionnaire all agreed that they receive high-quality support and effective training which allows them to increase their professional understanding and build their skills. Staff work with other schools across the trust to ensure that the curriculum provision is well planned and considered.
- The curriculum is well planned and pupils have a wide range of experiences that often belies the size of the school.
- Leadership of the provision for pupils who have SEN and/or disabilities is a strength of the school. Individual needs are known well and provision is precise.
- Additional government money such as pupil premium and SEN funding are used increasingly well to ensure that pupils who are eligible receive the provision they require to excel.
- All parents who responded to Ofsted's online questionnaire, Parent View, strongly agree that their child is safe, well cared for and taught well. They are fully supportive of the HEARTS values and ethos, one parent commented "My children love school and this is entirely to do with the values of both Stambridge and HEARTS Academy".
- The chief executive officer and board of trustees ensures that the HEARTS ethos and vision flows through into every practice. They are committed to providing the children in the area with very high- quality education. They have an accurate understanding of the strengths and weaknesses of the school and a clear rationale for its future. The Chief Executive Officer places a high importance on the development of staff

from within the Trust. Consequently, staff are provided with many opportunities to develop their skills and train for nationally recognised qualifications.

- The Head of School and the Trust have an accurate view of the school's performance and there is a wealth of information gathered from both internal and external visits to the school.
  - The continued professional development offered to teachers and learning support assistants is valued by all adults.
  - Directors of learning and lead practitioners provide excellent role models for less-experienced teachers.
  - The head of pastoral care provides strong leadership.
  - The curriculum is a real strength to the school.
  - Leaders and governors use the considerable allocation of pupil premium funding very effectively to ensure that they provide meaningful support for disadvantaged pupils. As a result, the progress of this group of pupils currently in the schools is at least as good as, and often better than, their classmates.

### **Governance of the School**

- Individuals from the LAB visit the school regularly to check on the wellbeing of its pupils.
- The LAB members value the support and guidance from the Trust to further develop their skills.
- Members of the LAB demonstrate an effective balance between the support and the challenge they offer leaders of the school.
- Governors receive regular and detailed information from leaders about all aspects of the school's work, including the use of pupil premium and sport premium funding.

### **Safeguarding**

- All parents who responded to the Ofsted online questionnaire strongly agreed that their children are kept safe at school.
- The trained designated safeguarding leaders and head of pastoral care know all the pupils and their families extremely well. They, and the trust, provide staff with regular training and ongoing updates on safeguarding issues through the year, ensuring that any new members of staff do not miss out on vital information. As a result, all members of staff are very vigilant and report any concerns immediately.

### **Quality of teaching, learning and assessment**

- Pupils present their work well. Handwriting is taught effectively across the school and pupils apply their skills consistently and appropriately for their age.
- Teachers benefit from considerable, high quality support from lead practitioners who work with teachers and pupils. These professionals and the directors of learning provide excellent role models for teachers and learning support assistants. Evidence can clearly be seen of the impact that this continuous professional development has had on adults and, more importantly, the progress of pupils.
- Pupils say that teachers and learning support assistants help them to get better in their learning. They value the early-morning work that teachers plan for them.
- Pupils who have SEN and/or disabilities are very quickly identified and effective support is provided that helps them make good progress from their starting points.
- Teachers' expectations of the presentation of pupils' written work are consistently high.
- Mathematics teaching is consistently effective throughout the school.

## **Personal development, behaviour and welfare**

- Pupils are very proud of their school. Those who we spoke with would recommend the schools to others and appreciate the small, family feel to the school.
- School records indicate that incidents of bullying are exceptionally rare. Pupils spoken with were adamant that bullying does not occur at school.
- During the inspection, pupils attended workshops at another local Trust school to learn age-appropriate strategies for keeping themselves safe.
- One parents commented on the Parent View free text service, “The staff genuinely care about the children and there is a wonderful community feel, staff are always helpful”
- Staff have good relationships with all pupils that allows pupils to grow in confidence and esteem.
- The HEARTS ethos permeates all that the school does and its vision to ensure that pupils are for example, happy and have high-esteem is clearly evident.
- Members of staff put pupils’ welfare at the very heart of their work.

## **Behaviour**

- Pupils are extremely polite and welcoming to visitors, eager to talk to them about their experiences of their ‘fabulous, amazing school’.
- Leaders have set high expectations of pupils’ attitudes to learning.

## **Outcomes for Pupils**

- This year, there is greater emphasis on providing opportunities for pupils to demonstrate that some pupils in Key Stage 1 are starting to work at greater depth in mathematics.
- Across the school, the small numbers of pupils who are disadvantaged or who have SEN and/or disabilities are making increasingly good progress. This is because they have their needs considered carefully and their progress monitored effectively. Evidence seen during the inspection shows very clearly that pupils currently in the school are making good and sometimes outstanding progress, often from very low starting points.

## **Early Years Provision**

- The Early Years leader works well with the Trust staff to help plan learning and provide additional support for any child who requires it. Children are well prepared for Year 1.
- Leadership of the early years is good. Leaders have a clear and accurate picture of the strengths and areas for development in the provision.
- A Director of learning has recently been appointed by the trust and has specific responsibility for early years. She and the committed professionals in the Reception class know the children very well and plan engaging and interesting activities across the areas of learning.

**HEARTS Academy Trust are exceptionally pleased with the successful outcome of both Ofsted inspections.**

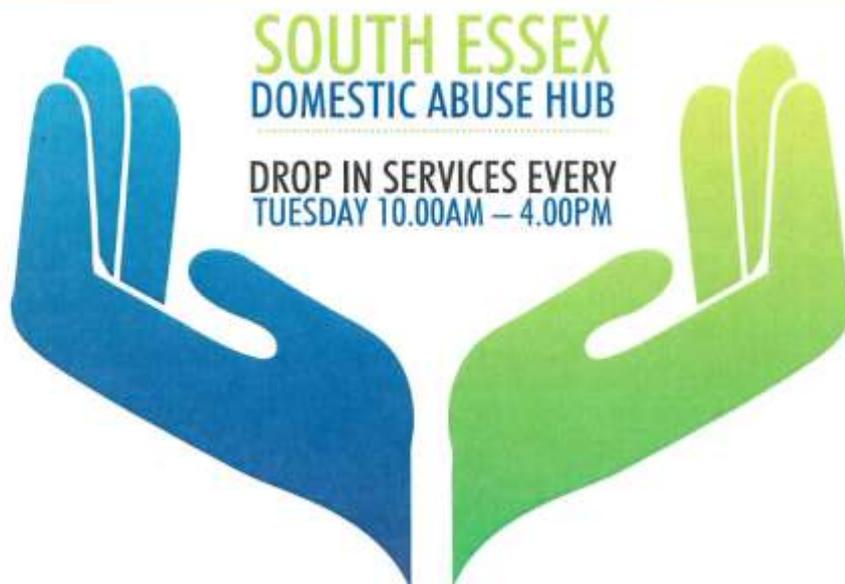
**Thank you to all staff, pupils, parents and carers, Local Advisory Boards, Trustees and the school improvement team.**

**A brilliant start to 2018!**



# ARE YOU IN FEAR OF OR EXPERIENCING DOMESTIC ABUSE?

The South Essex Domestic Abuse Hub is a place where you can come for help, advice and assistance. The hub includes a range of support services that you can access.



FOR MORE INFORMATION ABOUT THE HUB AND DETAILS OF WHERE TO DROP-IN PLEASE CONTACT

**01268 729707**

Basildon Council  
BASILDON · BELLERAY · WICKFORD



castlepoint  
SOUTH ESSEX DISTRICT COUNCIL

Changing Pathways  
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Rochford  
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