



HILLCREST EARLY YEARS ACADEMY

ACADEMY PROSPECTUS

2024-25

Hillcrest Early Years Academy, Heapham Road, Gainsborough, Lincolnshire. DN21 1SW
Tel: 01427 613483 Email: enquiries@hillcrest.lincs.sch.uk



Dear Parents/carers,

On behalf of the Trustees, staff and myself, I would like to take this opportunity to extend a warm welcome to our Hillcrest Early Years Academy family.

Choosing a school for your child is one of the most important decisions we make as parents for our children and whether you are reading this as a prospective member of our Academy family or as a member of our community, it gives me great pleasure to share our journey with you. I hope this prospectus shows you a glimpse of what makes Hillcrest Early Years Academy so unique and special and that it gives you an insight into our incredible school.

At Hillcrest Early Years Academy, our goal is for every child to leave our school happy and successful, with memories that they will cherish forever and skills that are the foundation for their future learning. Our staff are committed to ensuring the very best for your child through providing the highest standard of education and creating a safe and nurturing environment which ignites curiosity, awe and wonder so that children feel safe to take risks, make mistakes and challenge themselves to be the best version of themselves they can be.

We believe that the partnership between home and school is crucial to your child's academic, social and physical development and continually strive to develop this link with our families. As we value open communication, feedback and discussion with our families, should you wish to arrange a meeting, we encourage you to make an appointment to visit the Academy at any point during the school year and look forward to meeting with you.

I hope that this prospectus has given you an insight into the operation, vision and values of the Academy and that it will provide you with most of the information you require. However, as always, there will be other questions which arise and we are happy to discuss these with you either in person or by telephone. If you need any further clarification, please do contact us; we are always here to help you as well as your child and we look forward to offering the warmest welcome to our Academy.

Yours sincerely,
Miss S Stokes
Headteacher

Hillcrest Staff Team

Headteacher – Miss S Stokes

Acting Headteacher- Mr L Commander

Deputy Headteacher, SENCo, Designated Safeguarding Lead – Mr Inman

Teachers

Mr G Wilson
Miss L McCutcheon
Mr S Schofield
Mr G Carlisle
Miss M Fletcher
Mrs V Toward
Mr C Inman

Teaching Assistants

Mrs L Jupp
Mrs S Ingram
Miss K Penfield
Miss M Pridgeon

Mrs L Dennett
Mrs S Gibson
Miss K Chapman
Miss E Scott
Miss C Slann
Miss E Gregory

Miss E Longland
Mrs K Lindbeck
Miss T Grundy
Mrs C Walker
Miss K Younger

Deputy Safeguarding Lead: Miss L McCutcheon

Academy Business Manager – Mrs G Atkinson
Office admin/Attendance Team- Miss C Higgins

After School Club Supervisor – Miss R Kelly
Breakfast Club Supervisors– Mrs A Parker and Miss R Russell

Middy Supervisors

Mrs R Russell Miss D Aston Mrs R Kelly
Mrs H King Mrs A Parker
Mrs J Marley Mrs C Davies

Housekeeping

Mrs A Parker
Mrs N Cushcagua
Miss D Aston
Miss R Russell
Miss E Scott

Caretaker – Mr A Stainton

Hillcrest Early Years Academy

Our Academy Vision

The journey through Hillcrest Early Years Academy, will give every member of the community the courage and self-belief to, **'Aim High and Achieve'**.

At Hillcrest Early Years Academy, we have a firm belief that anything is possible and strive to ensure that our children can **'be the very best me they can be'** regardless of their starting points. All children have the right to be provided with high quality education which is achieved across the Academy through creative, innovative and exciting teaching that will inspire our children to become lifelong learners who are enthusiastic and proud of their achievements.

Our values are the heartbeat of the Academy and promote the very **'magic'** of the earliest stages of education:

M – Memories

A – Ambitious Aspirations

G – Growth

I – Independence

C – Courage

Memories – Creating memorable experiences through an immersive, imaginative, expressive and creative environments. We want children to become confident discoverers, explorers and creators by providing opportunities for enrichment where children feel safe and valued and have the confidence to 'have a go'.

Ambitious Aspirations – We want our children to aim high and leave our academy with a 'dream.' We believe that through our inclusive, warm and nurturing approach we know our pupils will flourish, reach their academic and social potential and move along their learning journey confidently, with courage and humility.

Growth – Growth is an important value for us as an Academy as our children are beginning the very early stages of an exciting journey into the world of education. We support our children to grow not only academically but also socially and emotionally with a focus on their wellbeing and mental health being at the forefront to ensure that they are ready to learn.

Independence – Independence is a key driver at Hillcrest Early Years Academy and is underpinned by 'Diamond Power' from the Gem Project which focuses on children being independent. We want our children to thrive by having the confidence to challenge themselves in their learning and we aim to offer the perfect balance between child led learning and carefully planned opportunities which inspire and engage our children to do just this.

Courage - We encourage our children to 'step out of their comfort zones' and through an environment which emphasises open-ended learning opportunities so that our children are inspired to have the courage to try new things. This is underpinned by 'Emerald Power' from our Gem Project which focuses on giving children the courage to have resilience and perseverance when being brave and stepping into the unknown.

Our Classes

Little Sparkles (2 Year Olds)
Little Gems (3/4 Year olds)
Reception Diamond Class (Miss McCutcheon)
Reception Ruby Class (Mr Schofield)
Year 1 Emerald Class (Mr Carlisle)
Year 1 Sapphire Class
Year 2 Amethyst Class (Mrs Toward/Mr Inman)
Year 2 Topaz Class (Miss Fletcher)

The Academy Day

The Academy day starts at **8.50am** and finishes at **3:20pm** for all children in Reception, Year 1 and 2. Lunch time is from **12:00 – 1:00pm**

Children will be able to enter from their designated areas from **8.40am**, children should not arrive earlier than **8.40am**; this will ensure you are not waiting around in bad weather.

Little Sparkles session times are - **AM - 8.45am - 11.45am**
PM - 12.15pm - 3.15pm

Little Gems session times are - **AM - 8.45am - 11.45am**
PM - 12.15pm - 3.15pm

Due to limited parking around the academy, parking can be difficult so where possible, we advise parents to walk or park away from the immediate area. We have a School Safety Zone outside the academy which is monitored by our Crossing Patrol and the local police to ensure the safety of our children during busy times. Any vehicles failing to comply with the zone rules will be fined.

Children who arrive after the bell goes must enter via the main reception area. Parents will be asked to sign children in, and they will be marked as late which will impact upon their attendance rate. Regular lateness will be followed up by staff and may be referred to the Local Authority.

Parents must contact the Academy office by **9.00am** if their child is going to be absent otherwise this will be classed as an unauthorised attendance. An electronic register system is in place at the academy and parents will be telephoned if a reason has not been given for a child's absence. If your child needs to attend an appointment during the school day, please inform the office in advance and provide an appointment card or letter.

Clubs

Breakfast Club

We provide a breakfast club each morning during the term. This runs **07.40am – 8.50am**. We have a two-choice option available each morning. Booking forms are available from the school office. The cost per day is **£2.00**. During the session the children can also take part in a variety of games and activities.

We also provide a **free** Breakfast club which is called the National Breakfast Programme and all children are invited to attend from 8:15am until the start of the school day at **no cost**. **Children must not arrive any later than 8:30am** for the free Breakfast Club.

After School Club

We provide an after school club Monday – Thursday during term time, Sessions run **3:20pm – 4.30pm** and the cost is **£2.00** per day. The children have the opportunity to take part in different activities ranging from construction to art and crafts. The booking forms are also available from the school office. Children in after-school club will be based in the Sparkle Suite and can be collected from here too. Please speak to a member of staff if you require more details.

Our Uniform

All children should wear uniform at Hillcrest as it gives your child a sense of belonging and of pride in their Academy. Children who wear it feel part of our team. The Academy reserve the right to insist that children are dressed appropriately at all times.

It is also designed to be very practical for nursery and infant children.

The following code of dress is in place: -



Dark Purple sweatshirt, cardigan or jumper

Grey skirt, pinafore dresses or trousers

White polo or formal school shirt

Sensible flat black shoes

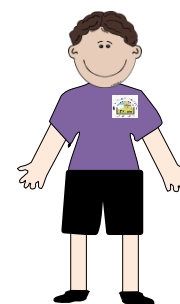


Uniform items can be purchased from Uniform Direct who are situated in Gainsborough town centre.

PE Kit

PE kit consists of a purple t-shirt, white, black or Purple shorts and plimsolls.

PE t-shirts and bags are available from Uniform direct.



Jewellery

Your child's safety is paramount to us therefore we ask that children do not come to school wearing jewellery. No child will be permitted to take part in PE lessons whilst wearing any form of jewellery. We ask that earrings are removed. However, if earrings are not able to be removed, we ask that parents provide tape for earrings so that children are able to participate.

Please ensure all clothes are clearly named as we cannot be responsible for lost items.

Admissions

Our Admissions into the academy are in accordance with the 1996 Education Act

Children can be admitted to the Academy at the start of the year in which their fifth birthdays falls. The academy currently has a limit of 60 places in Reception. This is in line with the Government policy on infant class sizes being kept to a minimum. Applications for full-time academy places must be received by the end of term 2 by the local authority of the previous academic year. In the unlikely event of the 60 places not being filled, children may then be accepted after that date.

In accordance with the Code of Practice for Special Education Needs, the allocation of academy places for pupils with a Statement of Special Education Needs will take place before schools allocate other places as part of the annual admissions process.

Where an academy has more applications than places, the following criteria will be considered in the order listed below.

1. The child is in the care of the Local Authority.
2. There is a sibling who will still be attending the academy or the local Junior school when the child is due to start.
3. Hillcrest Academy is the nearest one to the home address.
4. The distance from home to the academy. Priority will be given to the child living closest to the academy.

The academy does not hold a reserve list. Appeals at the academy are in accordance with all the relevant legislation. They are independent and entirely separate from the admissions system. The Governors will accept mid-year admissions into year groups depending on pupil numbers.

In order to meet the governments military convent aimed at helping service personnel, and crown servants returning from abroad we have adopted the following arrangements. For late co-ordinated applications and mid-year applications we will aim to remove any disadvantage to UK service personnel (UK armed Forces) by applying the academies oversubscription criteria to their address. We will check to see if the address is within the distance of the last child admitted in the last admission round that was oversubscribed on offer day. If the address is within the distance the governors will be asked to consider admitting providing all children in public care and siblings have already been admitted. This will be irrespective of the fact the school has had appeals or appeals are scheduled.

It maybe that the governors may still not be able to admit, if this is the case the local authority will approach the second and third preferences stated.

The Admission policy is reviewed annually and a full copy if this policy is available to download on the website

The Academy Curriculum

At Hillcrest Early Years Academy, our curriculum is designed to be creative, inspiring, challenging, memorable and to provide all children with rich learning opportunities where doors are opened to dream for the future. Our Curriculum is underpinned by our Gem Project which focuses on promoting positive learning behaviours such as independence, resilience and perseverance. Encompassed within our vision, is the need for pupils to be exposed to a range of experiences and enrichment that broadens their understanding and equips them with the knowledge and skills needed to be successful, confident, life-long learners who reach their full potential.

At Hillcrest Early Years Academy, we aim to provide a curriculum which:

- Is rich, inspiring and broad to allow all of the children to widen their horizons in each subject.
- Provides a depth of learning that enables children to master the key depth of knowledge and skills essential for each subject.
- Engenders high expectations and challenge to build students' self-belief and positive learning behaviours which raise aspirations to ensure that children reach their full potential.
- Provides children with a wide range of rich, first-hand learning experiences to take the curriculum beyond the classroom and develop their love of learning, independence and creative thinking.
- Offers children a wide range of opportunities to personalise their curriculum in order to develop existing talents and interests, discover new ones and promote the highest levels of inclusion for all.
- Fosters the development of children's character, personal development, health and mental wellbeing preparing them to make a valuable contribution to society and exhibit spiritual, moral, social and cultural understanding.
- Promotes speech, language and communication opportunities to strengthen children's ability to learn and articulate their learning at a deeper level whilst empowering children to have a rich vocabulary.
- Prepares children for life in modern Britain and promotes an awareness of how they can contribute to and understand their local community.

The curriculum incorporates the statutory requirements of the National Curriculum 2014 and other experiences and opportunities which best meet the learning and developmental needs of the children in our school, allowing them to flourish. The curriculum provides children with memorable experiences, in addition to diverse and rich opportunities from which they can learn and develop a range of transferable skills.

Age-related expectations combine the acquisition of knowledge and development of skills to create a purposeful and exciting learning journey for every child. The curriculum has high expectations to combine transferable skills, demonstrate a breadth of vocabulary and develop strong, meaningful cross-curricular links. Inviting classroom environments stimulate learners and engage them in quality thinking and reasoning. Explicit weekly and medium-term planning is responsive to children's needs; incorporating holistic approaches to teaching and learning.

Pupils work towards the Early Learning Goals of the Early Years Foundation Stage Curriculum in Nursery and Reception. The majority of children move onto the National curriculum Programmes of Study at the start of year 1. Throughout this period and beyond, all children are still developing their phonic knowledge through the use of Little Wandle and developing their fluency in reading through the school's structured approach to the daily teaching of reading.

The National Curriculum is delivered through discrete teaching of subjects. All subjects are assessed against key objectives and progression of skills for each subject. Those who are most able are challenged and supported through being offered tasks which provide opportunities for greater depth and those who present with a barrier to learning are encouraged, given scaffolding and targeted support to embed skills, to develop at their own pace or simply to learn in a style that best suits their individual needs which ensures inclusion is promoted for all pupils.

Throughout the year, we celebrate many different events across the Academy to raise awareness for our children and immerse them in a range of different learning experiences.

Middle leaders play an important part in the success of the curriculum by leading a regular programme of monitoring, evaluation and review and the celebration of good practice contributes to the ongoing commitment to evolve and improve further. Subject leaders are given the opportunity to develop their own subject knowledge, skills and understanding, so they can support curriculum development and their colleagues throughout the school.

The outdoor environment and the local community are considered an opportunity for active learning for all our pupils. The school grounds have been developed so they can enrich different curriculum areas, and outdoor learning is actively promoted and planned for.

Pupils have opportunities to share their learning with each other, their parents and carers and other learners through school-based and external exhibitions, performances, competitions and events involving other schools. Developing their independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning.

An integral aspect of the curriculum is that children are prepared for their future – during their time in the school, they become fantastic role models and the very best version of themselves they can possibly be. Their individual identity is valued and our children are kind and caring whilst also promoting high levels of respect for others. We believe that every child is unique – they all have the potential to achieve; and our broad, varied curriculum allows every child to excel now and in the future based upon their own personal strengths, interests and core values.

From their different starting points, all children will make good progress academically, emotionally, creatively, socially and physically. Knowledge, understanding and skills will be secured and embedded so that children attain highly and are fully prepared for junior school.

- They will have strong communication skills, both written and verbal, and will listen respectfully and with tolerance to the views of others.
- They will take pride in all that they do, always striving to do their best.
- They will demonstrate emotional resilience and the ability to persevere when they encounter challenge – being fully aware of their own mental health and wellbeing.
- They will develop a sense of self-awareness and become confident in their own abilities.
- They will be kind, respectful and honest, demonstrate inclusive attitudes and have a sense of their role in our wider society

Measuring and monitoring the impact of our curriculum at Hillcrest Early Years Academy takes on many strands. Initially, teachers evaluate each lesson and plan the children's next steps. Assessment for Learning underpins all of the learning at Hillcrest to ensure all children reach their full potential. We use an on-line tool to track pupil progress and to identify any specific needs. This information is used in regular pupil progress meetings which can be used to support intervention programmes. Senior Leaders monitor the impact of the curriculum, celebrating the children's achievements in all subjects and

working together to plan activities and events to support the children's learning and hold staff to account to ensure the best possible outcomes for all children.

Middle Leaders monitor their subject throughout the year using the Academy annual middle leader planner to reflect the current demands of the curriculum and to inform future planning. Our School Development Plan is what drives areas for development. It is drawn up and agreed in an annual meeting with all staff and trustees when the year's achievements are celebrated, and next steps are planned.

Nursery & Reception – Foundation Stage

The Academy has a 52 place nursery which provides for 26 places in the morning and a further 26 places in the afternoon. Both sessions are for three hours. All pupils need to be 3 years of age.

The Little Gems Nursery and Reception classes are housed in the Foundation Stage Area. The basis for all activities is in the Foundation Stage Curriculum. These are continued through the reception year. The main intention of foundation education at Hillcrest is to enable children's independence for everyday life and future learning to develop. This is coupled with a high emphasis on personal and social development. Below are the seven areas of learning which Foundation Stage activities are divided into:

Personal, Social and Emotional Development

Communication and Language

Physical Development

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

A carefully planned curriculum ensures that progression can be achieved for all children in their early years. The Foundation Stage Area has received considerable increases in its resources over the past few years enabling staff to provide for wider learning opportunities.

Play activities are at the core of the Early Year's Curriculum allowing children to learn through discovery and play. There is a balance between children's opportunities to make selections in their own learning and adult guidance to ensure the very best outcomes for children.

Assessment and Reporting

Early Years Foundation Stage

The National Reception Baseline assessments take place during each the first 6 weeks of a child's time in their Reception Year and it is used to assess how much your child is ready to learn and then inform their future learning. In EYFS, children's next steps are carefully identified through observations. We place these observations on Tapestry (an online learning platform) to form a child's learning portfolio during their time in Reception.

Key Stage Tests

Key Stage One assessments take place throughout May; these are linked with learning from the classroom and other evidence to provide an overall teacher judgement.

Yr1 pupils have to take an official government test on a one-to-one basis to test their skills in phonics. This takes place during the summer term. This is called the Phonics Screening Check and if children do not pass this as a Year 1, they are given the opportunity to resit this in Year 2.

Teacher Assessments

Teachers undertake informal assessments on their pupil's progress at the end of each half term. These assessments are used to help teachers plan lessons for next half term.

Reports

Annual Reports on each child's individual attainment are sent to parents each year. Attainment is the level your child is currently working at.

The reports give detailed information about how your child is progressing in each area and more general information about how they are involved in school life. There is also some guidance on what the children may need to do to improve. The reports detail age-related expectations and additional information such as attendance. Reports are issued at the end of the academic year (July) for all children.

Parent Consultation Meetings

These will be held twice a year and will take place after school and in the evenings to suit the needs of our parents.

Lunch Time

Hot Meals

Our hot meals are transported into the academy on a daily basis. Different meal options are available each day, and all meals are ordered through an online ordering system. Details of how to order school meals can be found on our website.

All full-time children who are in Foundation Stage & Key Stage one are entitled to Universal Free School Meals on a daily basis.

Sandwiches & Packed Lunches

Children who bring in packed lunches will join the children in the main hall who are having a hot lunch. Please ensure your child's food is in a secure and un-breakable container clearly marked with their name. If you wish to send a drink, please ensure that this is also in a sealed container. Please check your child has the right cutlery if necessary i.e. Spoon

Please remember we pride ourselves on being a healthy academy and as such encourage all children to have a healthy packed lunch. If we are concerned at all regarding your child's lunch, we may contact you to talk about what makes a healthy and balanced lunch.

Please note children should not bring sweets or large chocolate bars as part of their lunch. They should also not bring any fizzy drinks, just water or diluted sugar free squash.

Emergency Telephone Numbers

If your child is taken ill whilst at the academy it may be necessary to contact a parent or carer immediately. **Please ensure that your contact details and emails are up to date.** We require a minimum of 3 emergency contact details and 2 email addresses.

The Academy is a subscriber of the "Teachers2Parents" service which enables us to be able to send messages to the main contact number and email address for your child. We will also use this service to keep you informed with information and forthcoming events happening at the academy.

Transfer to Junior School

All children transfer to a junior school in the September following their seventh birthday. Most of our children transfer to one of the following:

- Whites Wood Lane Academy
- Charles Baines Primary School
- Parish Church of England School

We are passionate about ensuring smooth transitions for our children and work closely with feeder schools to ensure that there are many opportunities for children to visit the school and meet the staff.

Cycling

We at Hillcrest are committed to being a healthy school. Children who are able to travel by bicycle or scooter are encouraged. Please ensure you dismount at the entrance to the academy. Scooters or bicycles are to be secured at the designated cycle racks at the front of the academy. We encourage all children to wear a helmet.

Please ensure all Scooters and bicycles are clearly named as the Academy cannot accept any liability for the loss or damage to cycles or scooters left on the premises.

Medicines & First Aid

Members of staff are not allowed to administer medicines of any kind in school on a regular basis. The only medicine allowed on school premises is an asthma inhaler. These must be clearly labelled with your child's name and instructions for their use so we can ensure their safekeeping. If your child is on a course of antibiotic treatment needed regular doses, we can administer these but you will need to complete a medicine form which can be found at the office.

If there is any condition that requires your child to be administered lifesaving medicine i.e. Epipen, then please see the SENCo so we can prepare a care plan and talk about how we can meet the needs of your child. It is vitally important that your child's health information is kept up-to-date at the main office.

We will take every care to make sure that your child's environment is as safe as possible. However, in the event of an accident, all of our staff are trained First Aiders, and will assess the situation and take the appropriate action necessary. If an accident occurs, parents are informed by way of a note and a text message or telephone call – depending on the severity of the injury.

It is very important that you keep the academy up to date with emergency contact number (particularly mobile phone numbers) in cases of emergency.

All our staff have had first aid training and are regularly updated to meet requirements.

Pupils with Additional Needs or Disabilities

We welcome all pupils at our academy and every pupil is treated on an individual basis. If you feel your child needs extra help to meet their needs, we ask that you come and talk to us about their requirements.

We are able to accommodate a wheelchair in all areas of the school as the building has classrooms and learning areas all on one level.

For children with sight or hearing difficulties, we work closely with your child's allocated worker from the Sensory Education Service to follow their advice on how to meet your child's needs within the academy.

Children with any type of additional needs or disability are treated equally, and we have policies on request to support this. We also have a detailed document called the Equality and Diversity Strategy which has been adopted fully by the academy to meet any changes to need. Children with special educational needs are welcomed in our academy regardless of their difficulties. Please make an appointment to look round the school and talk to us about your child's requirements. Our Academy SENCo is Miss Zara Thorpe so please contact the office should you wish to discuss your child further.

Behaviour Policy

At Hillcrest Early Years Academy, it is our primary aim to ensure a positive and restorative approach to the management of behaviour throughout the Academy. We ensure a safe environment where children are secure, happy and able to learn, promoting the well-being of every child. We work towards treating pupils fairly and in a consistent manner, but with the flexibility that takes account of individual needs. This behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way to meet the needs of our children. Any allegations of bullying are dealt with swiftly and are not tolerated in this academy. The Academy's full Behaviour Policy is available to read in the main office and on the website.

Health and Safety Policy

At our academy, the staff and Trustees work together to make our Academy as safe as possible. The ultimate responsibility for health and safety is with the Headteacher. In the classroom, the overall responsibility for the day to day management of health and safety is that of the classroom teacher. All equipment is checked and properly maintained. Hazardous materials are kept locked and out of reach of the children. A first aid box and accident book are located in the Main Office. The academy is equipped with fire safety apparatus, which is checked annually. Fire drill practices are carried out each term.

Valuables, Mobile Phones & Money in the Academy

Children should not bring valuables, personal items or toys into the academy. Hillcrest Academy accepts no responsibility for the loss or damage to items.

Mobile phones are not permitted in the academy; we will contact parents if a mobile phone is in school.

Parents should hand any money to the main office. Please ensure all money is in a named envelope with class details on in line with our payment guidelines.

Charging Policy

We place high value on education visits and other extra-curriculum activities in promoting the personal and social development of all our children. Wherever possible, we try to fund as many experiences as possible for our children but parents may be asked sometimes to make a voluntary contribution towards the cost of trips and activities.

Child Protection

In line with current legislation for safeguarding children, we have a Designated Safeguarding Lead who is the Deputy Headteacher and also a Deputy Designated Safeguarding Lead. If staff have any concerns about any child, it is recorded on our secure online system and parents will be contacted in the first instance outlining those concerns. However, the academy has a duty of care to report directly to Children Services if it feels that any child may be at risk of significant harm. We always aim to work with parents with the appropriate agencies to ensure a child is safe, happy and ready to learn. Please make an appointment with the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead in the first instance if you have any questions regarding this important matter. Information may be shared with a range of agencies to keep children safe and well.

Designated Safeguarding Lead – Mr Chris Inman
Deputy Designated Safeguarding Lead – Miss Laura McCutcheon

Visitor Policy

We have a very clear visitor policy. All staff have the right to work in a safe and respectful environment. The Members and Trustees of the academy take this very seriously and it extends to all visitors to the academy including parents and carers. They reserve the right to follow through any breaches of the code including restricting visitors' rights to be on the premises. This forms part of our duty of care under our safeguarding frame work. Our policy can be downloaded from our website.

Documents & Information

Parents (those who have a legal parental responsibility) have the right to see a range of documents at the academy and requests for these must be made to the Headteacher in writing. These may include:

- Academy Policies
- Current Schemes of work or syllabus
- Published OFSTED reports on the academy
- Downloadable copies of the above are also available on our website.

Board of Members and Trustees

Board of Members

Chair - Mr G Day

Member – Mrs D Mitchell

Member – Mr G Rushton

Member – Mrs E Powell

As well as full Trustee meetings termly, we also hold committee meetings for: Finance and Resource, Standards and Outcomes and Audit and Risk. These are made up of Trustees from below:

Trustees:

Mrs D Mitchell

Mrs W Walter

Mr P Walker

Mrs H Villamuera

Mr P Turner

Mrs K Padden

Headteacher – Miss S Stokes

Acting Headteacher- Mr L Commander

Academy Business Manager – Mrs G Atkinson

Governance Professional – Mrs P Elsegood

The role of the Board of Members and Trustees is to: -

- Establish the aims and policies of the academy and ensure a high standard of education for the children.
- Decide in general terms how the academy should be run.
- Draw up the Academy development plan and self-evaluate the school.
- Decide how to spend the academy budget

- Make sure that the National Curriculum and Religious Education are taught
- Appoint all staff
- Act as a link between the Academy and the local community
- Draw up and monitor the action plan after the academy has been inspected.

The Trustees meet 'formally' each term.

Concerns & Complaints

If you have any questions or concerns about your child or the Academy, then it is always important to raise them with the class teacher. If you are not happy with the outcome you should speak to the Headteacher. Most problems can be sorted out this way. If parents are still dissatisfied, they can use the formal arrangements for making a complaint using the complaint policy available on our website.

Disclaimer

The Information in this prospectus applies to admissions in academic year 2024/25. All information was correct at time of printing. It should not be assumed that this information is relevant to subsequent school years.

Social Media

We are huge believers in celebrating children's learning and their learning journey. We have three main social media platforms where you can access this information. Please ensure that the permissions information sent home is completed at the start of the academic year and ensure we are updated if there are any changes.

Please see the list below:

Facebook: Hillcrest Early Years Academy Gainsborough

Instagram: Hillcrest Early Years Academy

Website: www.hillcrestearlyyearsacademy.co.uk

Class teachers will also make contact with you via Class Dojo and you can see your child's individual learning journey using Tapestry. Your child's class teacher will give you the information needed to access this but if you require support, please do not hesitate to contact us.

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