

# Hillel Park School

Prospectus 2022



**NURTURING THE  
NEXT GENERATION  
OF LEADERS**

"Faith. Love. Service. Resilience."

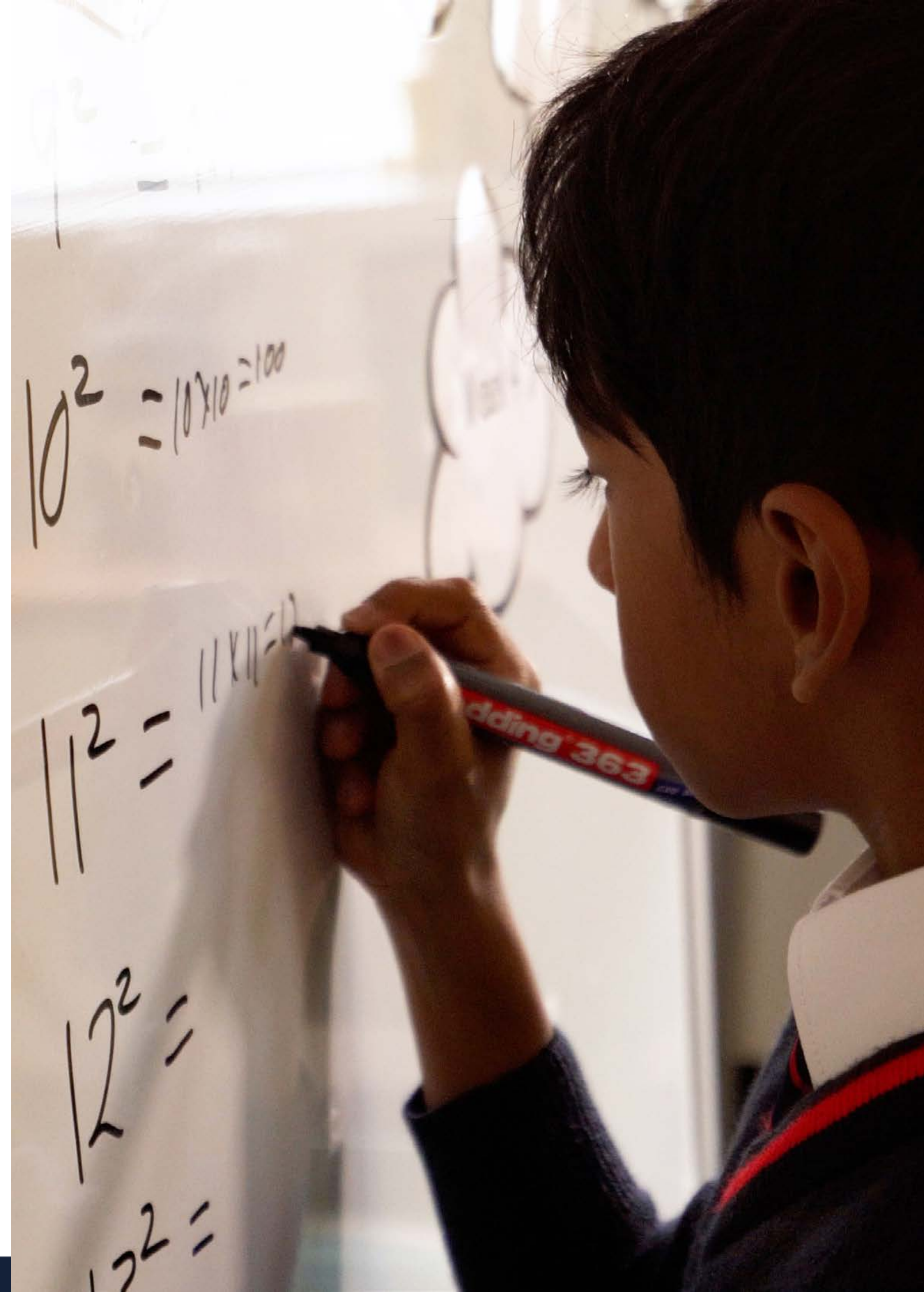


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# Hillel Park School

## Welcome to Hillel Park School – a new school, for a new era!

Although private by name, we are community-minded by nature. Embracing a cost-effective approach, we are offering a private school education that moves away from the educational exclusivity associated with traditional private schools.

**We exist to provide the best outcome for every child.** At Hillel Park, children will receive almost a lifetime's education in their time with us. Over the next 5 years, our Board of Trustees and Parent Council plan to provide up to 144 places, from Reception to Year 11 (age 4 to 16 years). As an inclusive school, we will offer up to 25% of our places to neurodiverse students with mild conditions. Your children who experience, interact with and interpret the world in unique ways will thrive in our mainstream environment with smaller classes (12 pupils).

**Influenced by the scriptures.** Grounded in Christian values, our school, which is non-denominational will provide the kind of character building for children that different kinds of families are looking for. We aim to blend the best of both state and private schools to create a world-class learning hub for our children. Using contemporary digital skills and classic textbook-based knowledge, our teaching and learning strategies will help students to successfully navigate the world of work.

**We are nurturing the next generation of leaders.** Apart from academic brilliance, we will nurture faith, love, and service. We will work with parents to build strong and determined pupils, who are solutions-focused and resilient to change and challenge. The ability to cultivate kindness and instil a high level of resilience in our learners, is equally as important to us as nurturing high academic attainment.



# NURTURING THE NEXT GENERATION OF LEADERS

Hillel Park school utilises a unique educational approach that is relevant to the rapidly changing technological, economic and multicultural landscape of today's world.

Our core values, Christian ethos and sensitivity to modern learning styles have helped to shape our curriculum. Your child will be educated in a small group setting where individual attention and performance monitoring will give each child an edge.





## Founder, Director & Head Teacher – Mrs Karen Bryson

Mrs Bryson is an Educationalist, entrepreneur and BBC-trained broadcast journalist. After beginning a fifteen-year career in the media, Mrs Bryson retrained as a teacher and taught across the higher, further, secondary and primary education sectors, before taking up leadership roles in education. In 2007, Mrs Bryson set up her own 'Community Interest' company: Bright Futures 4 All, which addressed educational under-attainment among diverse school-aged children from deprived inner-London areas. This work took her to The White House in 2010, at the invitation of America's First Lady, Mrs Michelle Obama. Mrs Bryson is dedicated to raising the attainment of children – through education that is inspiring, and culturally relevant.

**“We aim to cultivate a school population with a solution-focused, growth mindset. The ability to instil a high level of resilience in our learners is equally as important to us as nurturing academic brilliance.”**



Mrs Bryson's passion for working in the education sector is fuelled by years of providing diverse education services, in both private and state sector schools within mixed inner-city London communities.

**“I want my family of pupils to be prepared to be leaders, who are proud of their British heritage, have an international mindset and a passionate desire for a fairer and more equal world.”**



**“Through a partnership with parents, we aim to discover the gifts of each child by removing the barriers to learning and helping young people to realise their full potential. Our SEN provision will support children with associated learning needs to work seamlessly in our mainstream environment. This approach will provide all children the freedom to flourish.”**

We believe in striking a balance between traditional curriculum values and ensuring that pupils have plenty of opportunities to learn through doing and experiencing. Our FOREST school – outdoor learning ensures pupils' audio, visual and kinaesthetic skills are honed and improved, both inside and outside the classroom setting.

Mrs Bryson looks forward to welcoming you to Hillel Park School, a new school for a new era.

**Mrs Karen Bryson**  
Founder, Director & Head Teacher



# THE VISION

To create changemakers and leaders by delivering world-class Christian education in an inspiring, inclusive learning environment.

# OUR MISSION STATEMENT

We provide high-quality education to young people with the greatest need, whether it is neuro-diverse (mild SEN), socio-economic or emotional.

In partnership with parents, we aim to discover the gifts of all our students, by removing the barriers to learning and helping young people to realise their full potential.





## What Makes Us Unique?

**Martial Arts Mornings** – We believe in the motto – ‘a healthy body, equals a healthy mind!’. Our school morning will focus on a pre-fitness regime, where core strength, alongside self-defense life skills will be cultivated.

**Daily Devotion** – These assemblies will be held in our dedicated ‘praise and worship chapel’ space. Time for reflection on a scripture, prayer, praise and thanksgiving will be allowed. We will also always aim to include a weekly focus on British and International current affairs.

**Lunchtime Duties & Conversations** – In our pursuit of raising independent pupils, we aim to give our family of students ‘golden opportunities’ to acquire key life-skills. At lunchtime, pupils will have a rooster of duties that will foster their hospitality and conversational skills. They will dine with school staff and take responsibility for serving each other; (e.g.) lay the table, pour water, bring and serve food, clear the table together.

During this time, students who dine will discuss the days learning, or a topic of the day (e.g.) the most inspirational person in their family, history, school, or a bible scripture or story. Presentations will also feature where students will publicly thank someone, to help them to foster kindness and gratitude.



**Bible Study** – In our quest to cultivate articulate, confident, professional pupils, each week a student from the junior and senior schools will give an IT based presentation, as part of a ‘Bible Talk’ series. It will be based on a story from the scriptures studied the week before in our class. Children will have the freedom to give their own interpretation on stories and express divergent views.

**Kinaesthetic Friday** – Also known as Freedom Fridays, at the end of each week, the Hillel Park Family of students will be rewarded for their hard work, with ‘hands-on’ activities. This will cross the spectrum of: sports, music and singing classes, drama, dance, creative still arts and STEM activities.

**Free Friday Afternoons** – This day will end with a teacher- supported focus on consolidating and closing learning gaps. This will include misconceptions or lost learning (due to absences) during the week and getting a head start on weekend homework. Note: School will close at 4.30pm on Fridays.





# FREEDOM TO FLOURISH

The well-being of all children and parents/guardians are our highest priority.

Although, we are a mainstream school, 20% of the UK school population is estimated to have a special education need. We anticipate a similar percentage of applications from families with children with mild neurodiverse conditions.

We will provide all pupils with a family-like environment for a unique experience at Hillel Park. This includes smaller, dyslexia-friendly resourced classrooms, facilitated by trained speech & language educators who are sensitive to the wide-ranging needs of our diverse children.



## We know, one size does not fit all.

All teaching staff will be trained in:

- Speech and language therapy. (ELKLAN Trained)
- Dyslexic, Dyspraxia, & mild ASD awareness.
- SEMH - Trauma Informed training.

Whilst all non-teaching staff will be trained in supporting neurodiverse students, we will also have:

- A dedicated child & parent psychotherapist for families.
- Links to a range of health and well-being services.
- Access to support groups for families with neuro-diverse children.

As a result, our SEN provision is a UK leading best practice provision in a mainstream school.



## Core Values:

### Faith. Love. Service. Resilience.

We understand the impact these qualities have on inspiring our students to become faith-filled, kind young men and women, who can thrive and adapt to our every changing world, despite the challenges.

**Faith** – How do we use faith to nurture positive outcomes? Our SEN students have often achieved academic brilliance through our pastoral care and support – with some going on to receive scholarships to exceptional schools, such as St Paul's and Westminster.

*Hebrews 11:1* Now faith is confidence in what we hope for and assurance about what we do not see. *Romans 10:17* So then faith cometh by hearing, and hearing by the word of God.

**Love** – Private by Name, Inclusive by Nature! We aim to raise compassionate and caring pupils in an inclusive, family-like environment. Our legacy reminds students to be culturally, religiously and racially inclusive and appreciative.

*Corinthians 13:4-8* Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It does not dishonour others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth.



**Service** – With our high quality teaching, we also aim to raise professional pupils. From reception to Year 11, these children have the personal and professional skills to succeed.

*Colossians 3:17* And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him. *Matthew 23:11* The greatest among you will be your servant.

**Resilience** – Moving to include a hybrid, virtual schooling element, and committing to a caring, affordable model, means Hillel Park embodies resilience. With the existing online infrastructures, children will be prepared to keep going in any circumstances, anywhere in the world.

*Philippians 4:13* I can do all this through him who gives me strength. *Ephesians 6:10* Finally, be strong in the Lord and in his mighty power. Put on the full armour of God, so that you can take your stand.



## School Life – A Typical School Day

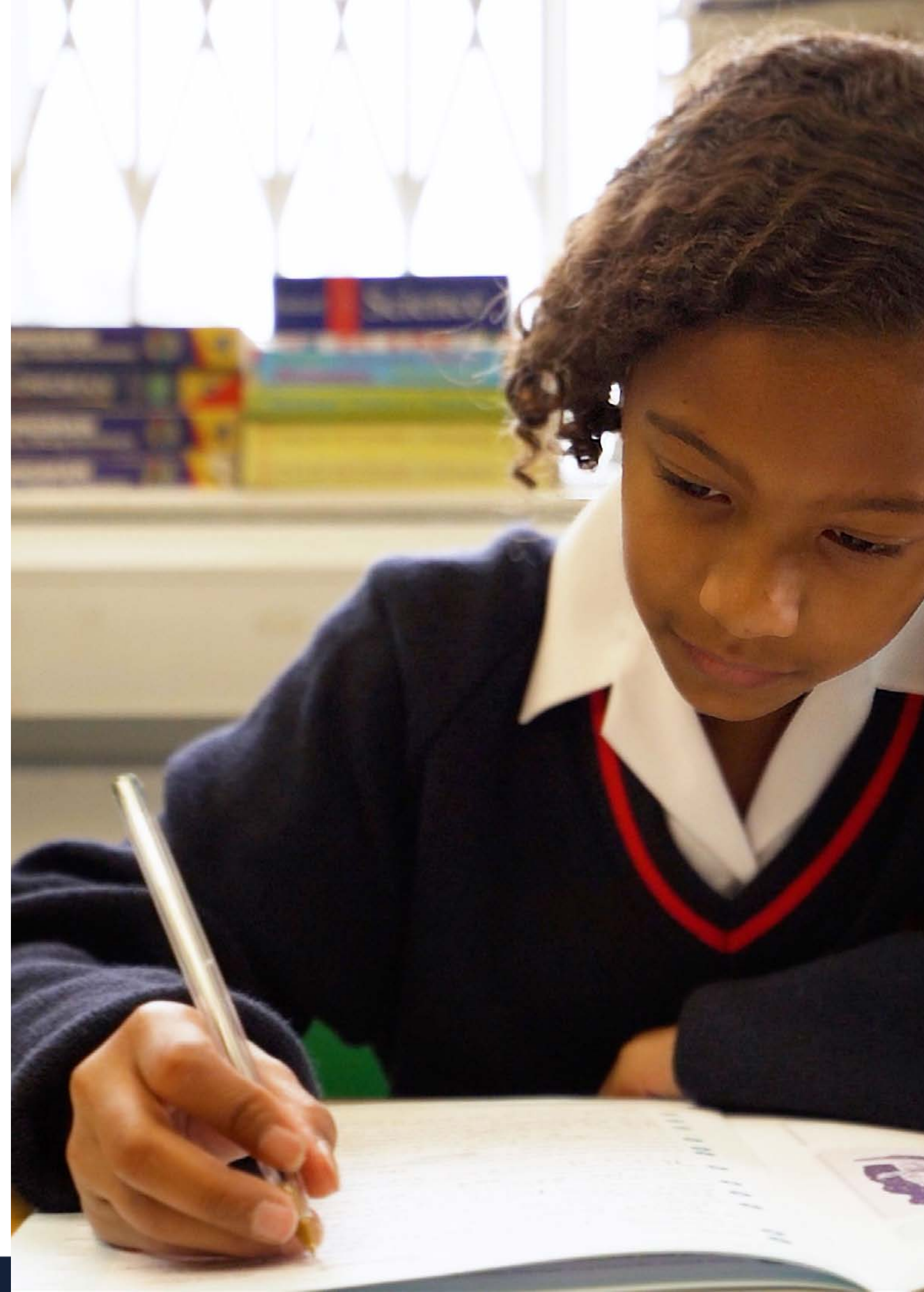
7.30am to 6pm Monday to Thursday | 7.30am to 4.30pm Friday

Our students day will include:

- Daily Assembly – Prayer and Worship
- Bible Talk – Pupil Led
- Daily English and Maths
- Daily Reasoning – Verbal and Non-Verbal
- VAKs Curriculum
- STEM and the Humanities
- Specialist Sports Provision and Coaches

## Facilities

Our campus at **Cornerstone House** includes 5 x classrooms, an assembly hall, an IT Suite, 2 x outdoor classrooms and a playground, suitable for sports and recreational activities. We ensure that the highest quality of educational materials, books, stationery and learning resources are available.





## Curriculum

A world class 21st century learning hub – fit for purpose.

Christianity is central to all that is taught at Hillel Park School. We offer a broad and balanced curriculum, in a God-centred way, so that, alongside learning tolerance and respect for all faiths and cultures (in the teaching of RE), the children learn that it was God who both created and sustains this universe and makes life meaningful. Equally, as a 'hybrid' school (learning both offline for 4 day, and online for 1 day), children will acquire the latest 21st century digital skills and knowledge, needed to successfully navigate the world of work.



### Juniors Curriculum – Reception to Year 6.

Our Early years provision have qualified educators, with a specialism in speech and language development. In the EYFS, we promote the acquisition of language skills, alongside play-based learning through the ELKLAN system (UK Leaders in speech and language training). Our school is working towards an accreditation for training and supporting all staff in communication and language therapy.

We believe in striking a balance between traditional curriculum values and ensuring that pupils have plenty of opportunity to learn through doing and experiencing, aspects of a FOREST school – outdoor learning. This ensures pupils audio, visual and kinaesthetic skills are honed and improved, both inside and outside the classroom setting.

Undoubtedly, reading is the key to unlocking the rest of the curriculum and our primary school teachers invest a lot of time to ensure pupils have the best possible start in learning to read. Primary pupils also gain solid foundations in mathematics, handwriting and English language and literature by following carefully planned schemes of work and using a wide range of the best curriculum materials available.

Through studying the foundation subjects: science, history, geography and (RE), alongside the scriptures, pupils gain an understanding of God's wonderful world. Our pupils also get an opportunity to access first class teachers in sports and the creative arts (music, drama, dance and art). Pupils will start a modern foreign languages from KS1. Play is important, too, and pupils will make good use of the outdoor area for structured play and free recreation, as well as learning the basic skills through maths and language games.



## Seniors Curriculum – Year 7–11.

We continue to build on the excellent work of the Primary Department and widen the curriculum to include subjects such as: ICT, Food Technology and more in-depth STEM (Science, Technology, Engineering and Maths) programme, whilst still maintaining the balance of academic study and rich cultural experiences.

Pupils are increasingly encouraged to take more responsibility for their own studies and become more independent learners. This stands them in good stead, should they decide to continue their studies at one of the local 6th Forms. As a school promoting professional pupils, from Year 6, students will begin to be introduced to the idea of having a CV, biography and gaining valuable work-related skills, knowledge and experience (e.g. volunteering, leadership roles in school, church, the local community, etc). Careers guidance and taking part in summer work experience, will be encouraged from Year 7. At GCSE Level, pupils will be able to take a core of 6 subjects: mathematics, English language, a language and triple sciences. We hope that most students will opt for other subjects including: English literature, a language (French/Spanish), triple science, history, geography, ICT, music, art, food technology and PE (subject to demand). We hope that the GCSE courses lead to pupils undertaking International GCSE qualifications, which have long been considered to be academically rigorous, thorough and excellent preparation for A Levels. We are also considering offering an International Baccalaureate.



## Junior and Senior Pupil Assessment.

Pupils' progress will be monitored by observations, portfolios of work and annual tests in reading, spelling, writing and maths, which allow teachers to compare pupils to the national average in each year group. The Cognitive Abilities Test (CEM/GL Assessments) will be used annually from Year 3, to test the children's potential in the 3 areas of verbal, quantitative and nonverbal reasoning.

In the secondary department, these tests will give accurate predictions of the GCSE grades individual pupils can be expected to achieve. Since it is not possible to 'teach to the test', lessons will be devoted to teaching rather than preparing pupils to perform well in tests. Pupils also take end of topic tests throughout the year and senior pupils have an annual exam week in the summer term.

**Provision for pupils with learning difficulties (SEN), disabilities, or those for whom English is not their first language (EAL).** The school will give consideration to pupils with learning difficulties (especially Dyslexia and Dyspraxia), disabilities, or those for whom English is not their first language (EAL). Each pupil's application is considered on its own merit, taking into account whether the school is adequately staffed and resourced to meet the individual pupil's needs. Where a child has an Education Health and Care Plan (EHCP), or special educational, physical or pastoral needs, the school will discuss with the parents what the school is able to offer, which may involve additional cost to the parents.



## Extra-Curricular Activities

Pupils will be encouraged to take advantage of the wide range of extracurricular activities on offer. We aim to provide school events throughout the year that offer the pupils opportunities to perform in choirs (singing), theatre productions (drama/dance) and concerts (music ensembles). Private music lessons will also be available. There will be after school clubs where, alongside a range of sports clubs, pupils can learn to play chess, improve on STEM skills and knowledge, or take part in the Duke of Edinburgh Award.

Pupils will also have access to our sister school, Bright Futures 4 All, after school, 11+ programme. The pupils will be encouraged and supported in organising a School Council and Christian Union themselves and thereby gain useful life and leadership skills, as well as serving the school and wider community through fundraising and other charitable ventures.

Throughout the year, we pray that the easing of restrictions, due to the COVID-19 pandemic, will once again lead to schools arranging educational visits to support the curriculum and broaden the children's cultural experiences. This will include: visits to museums, galleries, science lectures, arts & cultural productions, geography and history field and residential trips.



Derived from Hebrew: ללה lit. Hillel means **'praise' or 'greatly to be praised'**.

Continuous praise and motivation of our students will be the cornerstone of the work we do. Our praise and encouragement will nurture your child's confidence and sense of self. We'll help your child to think and talk positively to themselves.

Your child will also learn to evaluate themselves without comparing their efforts and successes to those of others. This approach increases their motivation and can inspire children to be more cooperative, persistent, and hard-working.



## Parent Council – Parents Make a Real Difference

In recognition of the important role that parents can play, both in their own children's learning, and in the life of a school, Hillel Park School has set up a Parent Council. Its aims are to:

- Provide parents with a mechanism for asking questions of the school.
- Help the school to access parental expertise which may benefit the school.
- Help parents to understand decisions from the point of view of the school.
- Increase parental involvement in and commitment to the school
- Play a lead role in the fundraising activities of the school.

The role of the Parent Council is to support the school in its work with pupils, whilst presenting the views of parents and guardians to the school management team. It will also encourage links between the school, parents and guardians, pupils, pre-school groups and the wider community.

To operate as an effective Parent Council, the group has a link with the governing board (a parent governor or a governor attending the parent council meetings). This will ensure that parents' views are taken account of in school decision-making and then reflected in the school improvement plan. Parents can volunteer to join the Parent Council, whilst the school can select members, parents can be nominated to represent the parenting community on the Parent Council.







## Hillel Bright Futures Trust

Hillel Park School was founded with a particular principle in mind; to make education affordable and accessible. With an agenda to close the gap between limited family incomes and securing a quality education, the Hillel Bright Futures Trust exists to make these principles a reality.

### The Vision – Closing the gap.

The charity was created to fund and lead a range of community services. We provide free, affordable and innovative ways to meet the educational and well-being needs of our communities, both children and parents.

This has included a virtual day school for children with medical needs, an after school club and a free school meals holiday programme and psychotherapy for parents. A future objective is the funding of 2 places per year at Hillel Park School for LAC and SEN children to access full-time schooling.

### Donations can be made to the following account:

#### Hillel Bright Futures Trust

Account No: **60092260**

Sort Code: **30-96-97**

Contact [donate@hillelbrightfuturestrust.com](mailto:donate@hillelbrightfuturestrust.com) for more information.

\*LAC – ‘Looked after children’ (LAC) means children in public care, who are placed with foster carers, in residential homes or with parents or other relatives

\*SEN – ‘Special Educational Needs’ is used to describe learning difficulties or disabilities that make it harder for children to learn than most children of the same age.



**“I was predicted a ‘D’ grade in my English GCSE. After 12 months of 1-to-1 tuition, I was 3 marks away from an ‘A’ grade. I am now in university, graduating with first class honours in BA pharmaceuticals.”**

Emmanuelle – Bright Futures 4 All Alumna

**“Bright Futures 4 All, have played an integral role in nurturing my passion for English and current affairs. It prepared me both academically and spiritually. I attained a Grade 9 in all 10 GCSE subjects and a full bursary to Epsom College”**

Christiana – Bright Futures 4 All Alumna





# HILLEL PARK SCHOOL

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