



HILLVIEW SCHOOL FOR GIRLS  
A PERFORMING ARTS COLLEGE





## WELCOME FROM THE HEADTEACHER

*“The overall effectiveness of the school is very good because standards improve each year the students are at school and they make very good progress.” Ofsted Report October 2003*

Dear Parents,

Choosing the right school for your daughter is a difficult but crucial decision. I am very pleased to commend to you Hillview School for Girls, which is proven as a school that offers a quality education. It provides maximum opportunities for children to develop academically and socially in an environment that is stimulating, caring and supportive. The school seeks explicitly to instil core values, which are vital to maintaining high standards of behaviour and enabling the girls to develop into confident and responsible young adults. We are regularly over-subscribed – an indication of the success and popularity of Hillview

As a wide-ability Foundation school, we aim to provide opportunities for pupils of all aptitudes to achieve high standards. An excellent range of courses is available and the school’s academic success is widely recognised. The value added by the school to the attainment of all students as they progress through the key stages is very high, and outstanding in the Sixth Form, according to annual assessments by the DfES.

Hillview is an ambitious and forward-thinking school, as witnessed by our £5m building programme, which was completed in October 2005. It provides 21 additional classrooms (including a Music suite and Art studios), administration area and new entrance to the school, and we have

planning permission for a second phase, to include new science laboratories, a media centre, 350 seat theatre, additional dance studio, library/resource centre and a dining hall. We already have a fully equipped studio theatre.

Hillview School is successful because it has a team of well-qualified and committed people, both teachers and support staff, who are prepared to take an interest in each child within the school community. I am proud to lead that team, as I am equally proud of the pupils.

With such enthusiastic and committed pupils, I believe the school has a most exciting future and it is my firm intention to continue to provide a stimulating environment in which all the girls will be encouraged to develop their talents to the full.

I warmly invite all prospective parents to visit Hillview School and meet the pupils and staff. I will be happy to outline my own philosophy on education and share with you our future plans, of which I very much hope you will want to become a part.

Yours sincerely,



Stephen Bovey MA (Oxon) NPQH



*“The quality of education provided by the school is very good. The quality of teaching is very good, with many examples of excellence.” Ofsted Report October 2003*



In September 2006 Hillview School for Girls was identified as a High Performing Specialist School, won re-designation as a Performing Arts College and was invited to take on a second specialism. We chose to add a Vocational specialism. This will not in any way deflect us from the pursuit of academic excellence for our students nor diminish our provision of traditional GCSE and A Level courses. What it will do is further diversify the pathways we offer to meet our students' aptitudes and interests, extend partnerships with the business community and enrich the wider educational experience for all.

Hillview School for Girls gained the status of Performing Arts College in September 2001 in recognition of its particular strengths in Dance, Drama and Music. The extent and quality of the school's Arts provision was also reflected in the award of one of the first Gold Arts Marks in July 2001 from the Arts Council of England. This very special award was re-conferred for 2004. The school had its Investors in People status renewed in 2005 and is seeking to update its Healthy Schools Award in 2006. We gained the Sports Mark in 2003.

In October 2003 Hillview had its third extremely successful Ofsted inspection. The opening paragraph of the Report states:

*“The overall effectiveness of the school is very good because standards improve each year the students are at school and they make very good progress. Teaching is very good, particularly in the performing arts. Leadership and management are very good. The school provides good value for money. The school's links with the community are exceptional, as is the positive atmosphere generated by the focus on 'stimulating creativity to raise achievement.'”*

This opening statement sets the tone of an excellent Report.

The Main Findings of the Inspection go on to show that Hillview is a school where:

*“Students' personal qualities, including their spiritual, moral, social and cultural development, are very good. The latter underpins the strong sense of community that is central to the ethos of the school and students' development. Students' confidence, self-esteem and relationships are excellent. Students' behaviour and their attitudes to school and work are very good.”*

*“The quality of education provided by the school is very good. The quality of teaching is very good with many examples of excellence. The quality of learning is also very good.”*

*“Leadership and management overall are very good. The headteacher’s confident leadership is very good as he knows quite clearly how to nurture further improvements. Management is very good at all levels. The supportive governing body’s work is excellent.”*

The new Ofsted inspections pay particular attention to the views of parents and students:

*“Parents and students in all years are very satisfied with everything the school offers. They particularly appreciate the excellence in the performing arts and the confidence it instils.”*



*“Standards in the performing arts are exceptionally good. Students appreciate and enjoy all these subjects and the wealth of activities in the lunch hour and after school”. Ofsted Report October 2003*



#### **MISSION STATEMENT**

##### **STIMULATING CREATIVITY TO RAISE ACHIEVEMENT**

Education in the Arts at Hillview will provide a range of activities through which all students will experience success, gaining enjoyment and fulfilment in learning.

We will strengthen students' self-esteem and, in the context of relationships established on mutual trust and respect, we will challenge them to raise still higher their levels of achievement.

Teaching and learning at Hillview will stimulate creative thinking, enabling all learners across the curriculum to develop and to express their skills, knowledge and understanding and so improve standards.

We will encourage students in all of our schools to be actively involved in the Arts, giving them the confidence and the skills to progress into employment, training or higher education. For all students the Arts will be source of enjoyment and for many an inspiration for the rest of their lives.

In partnership with its family of schools, Arts organisations and local businesses, Hillview School will create exciting new projects to enrich the life of its community. We will foster an appreciation of the interconnectedness of the Arts and of our communities, demonstrating in live practice that the whole can be greater than the sum of its parts.



*“Students’ confidence and self-esteem are exceptional.” Ofsted Report October 2003*

**AT HILLVIEW EVERY CHILD MATTERS AND IT IS OUR AIM THAT EVERY CHILD SUCCEEDS.**

### SELF

- To foster self-esteem and high aspirations in a supportive but challenging learning environment where pupils can develop their full potential personally and academically.
- To develop in pupils an equal regard and capacity for hard work and enjoyment, independence and co-operation, assertiveness and consideration for others.
- To provide a broad, balanced and dynamic curriculum with the highest quality of teaching in order to further the spiritual, moral, social, cultural, intellectual, emotional and physical development of pupils.

### LEARNING

- To build a learning community that enriches the educational experience of pupils, parents, teachers, governors and the community in a team approach towards shared goals.
- To enhance pupils’ education and stimulate lifelong learning by encouraging participation in a variety of ‘extra-curricular’ activities.
- To enable pupils to be active, creative and autonomous learners, who are prepared to question and to improve the world in which they live.

### SOCIETY

- To ensure equality of opportunity for all, with the right of access to the full curriculum; to value everyone and to promote tolerance by actively discouraging prejudice and discrimination.
- To provide pupils with the knowledge, understanding and transferable skills that will prepare them for the opportunities, responsibilities, challenges and choices of adult life.
- To encourage pupils to play an active part in the life of their community - local, national and international.





*“The school sets very high expectations for students’ conduct and works consistently and tirelessly to achieve them.” Ofsted Report October 2003*

#### PASTORAL CARE

For all their importance, academic values and disciplines can only flourish in an atmosphere in which the individual child feels secure and valued. The needs of our pupils as individuals, their physical, moral, cognitive, social and emotional development, form the basis of our pastoral structure. On entry into the school, each pupil is allocated to a pastoral group, which is in the care of a tutor and many groups have a second, Associate Tutor, to increase the level of individual support. The tutor meets the group every day and has responsibility for the welfare of its pupils. In the first instance, therefore, a pupil will have recourse to her tutor in the event of any problem she may have.

All tutors are supported by one of four full-time Welfare & Guidance Managers, who each work under the direction of one of the Deputy Headteachers in one of four ‘Communities.’

In addition, to support a full range of social, sporting and curriculum activities, girls are grouped into four Houses: Air, Earth, Fire and Water.

#### DISCIPLINE AND SCHOOL RULES

The discipline that the school seeks to promote is self-discipline, founded upon respect for others and an awareness of one’s duties as a citizen no less than one’s rights. Order in the classroom and throughout the school is the pre-condition of successful teaching and learning. All teachers are encouraged to maintain firm but fair discipline inside and outside lessons. Parents should be aware that after-school detention is used for serious or repeated misconduct. At least 24 hours notice will be given. For the benefit of all, students have devised a specific code of behaviour.

- We shall respect ourselves, each other and our property.
- We shall move around the school in an orderly fashion.
- We shall keep our school clean and tidy and respect the non-smoking status.
- We are proud to wear our uniform and will be neat and tidy at all times.
- We shall support and help others we see in difficulty.



*“The curriculum is very good with a wide choice of academic and vocational subjects for GCSE, plus the bonus of dance and drama lessons in Years 7 to 11.” Ofsted Report October 2003*



At Hillview we aim to deliver a quality curriculum that provides a stimulating and challenging education for all pupils. The curriculum is timetabled for a week of 24 lessons; each lasts for one hour. Copies of the school's Curriculum Policy and schemes of work are available from the school. An outline of the curricular arrangements is given in the following sections.

Setting arrangements are introduced gradually. It is our belief that in certain subjects, setting according to specific subject criteria enables children to learn more effectively. As the pupils progress through the school more curriculum areas use setting arrangements so that the level and pace of work is made as appropriate as possible to the pupils' needs. Within each subject detailed schemes of work have been developed and a wide variety of teaching styles is employed to deliver the curriculum effectively and to generate interest and enthusiasm amongst the pupils. Additional support is given to pupils by the Special Educational Needs Co-ordinator, classroom assistants and support teachers.

We believe that the smooth transfer of pupils from Year 6 to Year 7 is key to success. Using the wealth of information gathered from primaries in English, Mathematics and Science we place pupils in sets from September. Setting arrangements in Modern Foreign Languages are introduced gradually. These are constantly monitored through continuous assessment, regular testing and end-of-year examinations. There is, therefore, nothing pre-ordained about allocation to, or

membership of, a particular set, nor indeed about the level of academic success enjoyed by particular groups. This fact is demonstrated vividly by the GCSE successes of pupils in lower teaching sets.

#### **THE LOWER SCHOOL CURRICULUM YEARS 7, 8 AND 9**

In the Lower School we provide all pupils with a broad education through a wide range of subjects. As well as a programme in Personal, Social, Health and Citizenship Education, pupils study the following subjects: Art, Dance, Drama, English, Geography, History, ICT, Mathematics, Music, Physical Education, Religious Education, Science and Technology. All pupils are offered the opportunity to study either French or Spanish in Year 7. Both languages are taught to all pupils in Year 8 and 9. However, a list such as this does little justice to the rich educational experience enjoyed by pupils. In all years they receive advice and information on which to base their choice of courses for the future.

Pupils are entered for their end of Key Stage 3 tests in English, Mathematics, Science and ICT at the end of Year 8. In all other subjects pupils in Years 7, 8 and 9 will prepare for Key Stage 3 assessment at the end of Year 9. In English, Mathematics, Science and ICT pupils commence GCSE courses in Year 9.



*“Students enjoy being in the Sixth Form. They are mature and confident young people who contribute much to school life.” Ofsted Report October 2003*



## THE UPPER SCHOOL CURRICULUM YEARS 10 AND 11

All pupils in the Upper School follow a core curriculum. In English, Mathematics and Science the 3-year Key Stage 4 pathways allow students to progress at a pace suitable to their ability. English offers courses of study in English Language, English Literature and Media Studies. The Mathematics department offer courses in Mathematics and Statistics. The Science department offers Entry Level, GCSE Science, Applied Science and Additional Science, with the possibility of gifted students studying for the Triple Science Award. The core curriculum is completed by study in Information and Communications Technology, Personal, Social, Health and Citizenship Education, Physical Education and Religious Education. The ICT core course gains students the AIDA (Award in Digital Applications worth a full GCSE) and RE provides them with a GCSE Short Course worth half a GCSE. The pupils then choose four subjects from a wide range of GCSE courses. They are advised to include a modern foreign language, humanities subject and a technological or a creative subject. This gives balance to the curriculum whilst allowing the opportunity for pupils to develop individual aptitudes and interests.

The following GCSE/BTEC subjects are currently being taught: Art, BTEC Art, Business Studies, BTEC Business Studies, Certificate of Early Years Practice, Dance, Drama, GCSE Science, Applied Science, Additional Science (WITH THE POSSIBILITY, TOO, OF Triple Science), English, English Literature, Food Technology, French, Geography,

Graphics Technology, Health and Social Care, History, Leisure and Tourism, Mathematics, Media Studies, Music, Physical Education, Religious Education (short course), Religious Studies, Resistant Materials Technology, Spanish, Statistics and Textiles Technology.

For identified students there is provision for off-site work-related courses through the West Kent Increased Flexibility Project. Option choices are reduced from 4 to 2 to allow sufficient time for this initiative.

## SIXTH FORM CURRICULUM

Most pupils welcome the opportunity to continue with their friends into Hillview’s successful Sixth Form where a range of AS, A Level and vocational courses is offered. The Sixth Form has its own social area and study centre.

It is a natural progression to move from the Upper School into the Sixth Form. Hillview’s Sixth Form is an exciting and thriving community. Students appreciate the benefit of continuity being maintained: teachers who know them and have helped and encouraged them throughout their time in the school. Hillview’s Sixth Form results enable students to proceed to degree courses at a very wide range of universities. In 2005, A Level students achieved a 99% pass rate, with 81% at grades A to C. Students have gained places at both Oxford and Cambridge. Hillview’s reputation for quality and opportunity attracts students from other schools into our Sixth Form. These opportunities are offered to both girls and boys.

Hillview collaborates with The Hayesbrook School at Post-16 offering students greater flexibility and breadth of choice. The partial co-ed environment is proving to be a valuable stepping stone for students when joining the workforce or progressing to life at university.

The Sixth Form offers a full range of courses to cater for all interests, abilities and ambitions. These include: 30 AS/A Level courses; BTEC Awards; the new Vocational A Levels; Intermediate GNVQ; and full-time Diploma courses for CACHE (Childhood Studies), Health & Social Care and Performing Arts qualifications. All students take part in work experience and community work and follow a course in General Studies, as well as having opportunities to certificate Key Skills.

Detailed descriptions of all courses offered for Sixth Form students are contained in the Sixth Form Prospectus, which is available on request.



*“The school stimulates a desire to learn extremely effectively.” Ofsted Report October 2003*



## SCHOOL EXAMINATIONS

Helping pupils to achieve success in public examinations is a very important part of our work. Success should not be measured simply in terms of the number of subjects passed but in the quality of the grades gained relative to pupils’ abilities, and the relevance of the subjects.

We arrange formal annual examinations in all years, providing an appropriate preparation for National Curriculum tests and GCSE examinations. As a matter of general policy we enter all students for public examinations, provided they have completed the course of study. Exceptions can be granted to individual students if, after discussion, it is felt that they will benefit from a reduced examination load.

## HOMEWORK

It is our conviction that regular homework, marked promptly and in depth, is a powerful vehicle of learning and significantly enhances academic success. From Year 7, therefore, all pupils are equipped with a homework timetable and a planner. The planner is designed to record all homework assignments. For Lower School pupils the average amount of time taken for homework ranges from 1 to 2 hours per night. Upper School pupils should expect to spend an average of 2 to 3 hours per night.

We believe this has contributed to the record examination successes which have been achieved by pupils of all abilities in recent years at Hillview School.



## SEX EDUCATION

Hillview School considers that appropriate and responsible sex education must be an important element of the curriculum of the school in preparing pupils for adult life. The school recognises that parents are key figures in helping their children to cope with the emotional and physical aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings. Sex education at Hillview aims to be complementary to, and supportive of, the role of parents, but the school also recognises that some pupils will receive little or no sex education within the home. The school needs to be sensitive and responsive to this.

Sex education at Hillview aims to meet the requirements of Section 1 of the Education Reform Act 1988, which states that the curriculum should be one which ‘promotes the spiritual, moral, cultural, academic and physical development of pupils at the school’ and ‘prepares such pupils for the opportunities, responsibilities and experiences of adult life’.

The school also sets out to meet the requirement of Section 403 of the Education Act 1996 which states that any sex education must be provided in such a manner as to encourage young people to have regard to moral considerations and the value of family life. When sex education is taught as part of the National Curriculum Science course, it is treated in a factual way and deals only with the biological details of the reproductive system. In PSHE, however, sex education is set in a moral framework and takes into consideration the emotional and psychological needs of pupils and stresses the importance of behaving in a socially responsible way.

*“The school provides very good support, advice and guidance for students based on the monitoring of their achievements and personal development.” Ofsted Report October 2003*

The aims of sex education at Hillview School are:

- to support the personal and social development of all pupils;
- to ensure pupils have the ability to accept their own and others’ sexuality;
- to express their feelings in positive ways; and
- to enjoy relationships based on mutual respect and responsibility.

Parents are reminded that they can withdraw their children from all or part of the sex education provided by communicating their wishes in writing.

## CAREERS EDUCATION

The school accepts a major role in assisting pupils to identify their particular strengths, to inform them of the variety of options available to them at key times of transition and to equip them with the skills that will enable them to enter successfully into the world of work. Careers Education forms part of the PSHE programme from Year 7 onwards. Year 9 pupils receive particular guidance during the selection of their GCSE courses. In Year 10 students undertake one week of work experience.

Students in Years 10 and 11 have individual and group interviews with a careers consultant in order to draw up Action Plans for their Post-16 options. Students in the Sixth Form make appointments with the careers consultant, who is regularly available. All students have access and induction into the Careers library.

## RELIGIOUS EDUCATION, ASSEMBLIES AND COLLECTIVE WORSHIP

Religious Education aims to promote an enquiring and sympathetic approach to the study of religion by introducing pupils to the challenging and varied nature of religion and of religious experience, belief and practice. Pupils are encouraged to identify and explore questions about the meaning of life, to reflect on religious responses to moral issues and to recognise and appreciate the contribution of religion to the formation of patterns of belief and behaviour. Consequently, in line with The Kent Agreed Syllabus, the content is drawn from the main world religions - Christianity, Judaism, Islam, Buddhism and Hinduism.

Assemblies are of a broadly Christian character and senior staff, together with visitors such as local clergy, speak to the pupils at our main assemblies on carefully chosen themes. Parents are reminded they can withdraw their children from Religious Education and Collective Worship, either in whole or in part, in which case individual arrangements will be made.

## SPECIAL EDUCATIONAL NEEDS (SEN)

We are particularly concerned that pupils with special educational needs should be full members of the school and benefit from the whole curriculum. Additional support and attention is given to such pupils by the SEN Co-ordinator and support staff. The school’s policy is to provide an integrated, whole-school approach to individual learning requirements and through a fully accessible curriculum to provide for and respond to the needs of all pupils. Our annually revised policy framework fully incorporates all the requirements of the SEN Code of Practice.



*“Opportunities for enrichment, including extra-curricular activities, are very good. [There is] an enormous number of lunchtime, after-school and Beacon and Performing Arts specialist activities.”*

*Ofsted Report October 2003*



#### **GIFTED AND TALENTED STUDENTS**

Very able children in a range of subjects or skills are given supplementary tuition and can take early and / or additional GCSE examinations. Extra voluntary lessons are often given at lunchtimes and after school to supplement the work done during the normal timetable. This provision is currently offered in Dance, Drama, Economics, Geography and Modern Foreign Languages but is increasing all the time, with over 60 students benefiting at present. The most able students in Mathematics follow a Statistics course alongside Mathematics, while those in Science have the opportunity to gain separate GCSE qualifications in each of Biology, Chemistry and Physics.

Gifted and Talented students sitting early GCSE examinations are, in Year 11, offered a wide range of curricular enrichment, going from work placement in the area of work they are interested in to extra qualifications with the National Extension College or the Open University. During the year, numerous extra-curricular clubs and educational outings (many cross-curricular) are offered to Gifted and Talented students to complement the work done in lessons. Finally the school runs an annual Art Summer School for Gifted and Talented students and very able students in other curriculum areas are invited to take part in Summer Schools organised by other local schools and universities across the country with the participation of the National Academy for Gifted and Talented Youth.

#### **CLUBS AND ACTIVITIES**

Pupils have the opportunity to participate in visits to theatres, museums and sporting events and on trips at home and abroad. The school has a full orchestra and two choirs. Visiting teachers provide tuition in the full range of musical instruments and pupils are encouraged to become involved in the musical life of the school. Each year many very successful productions take place. Recent outstanding performances have included “Les Miserables”, “Guys and Dolls” and “Anything Goes”. In summer 2006 we presented “Ring ‘o’ Roses” with many opportunities for leading roles. Well over 100 students participate in these productions.

#### **SPORTING ACTIVITIES**

Sport plays a significant part in the life of the school and all pupils are encouraged to become involved. The Physical Education Department, with assistance from other members of staff, runs a wide range of sporting activities and school teams. There are good opportunities for talented pupils to gain representative honours at school, district, county or even national level. At the same time those equally enthusiastic, but perhaps not as talented, pupils have opportunities to take part in many sporting activities.



During the year, at lunch times and after school, there are clubs and activities in a range of sports, as well as practices and training sessions for school teams. We aim to field school teams or provide opportunities in the following sports during the year:

Athletics	Dance	Rounders
Badminton	Football	Rugby
Baseball	Gymnastics	Swimming
Basketball	Hockey	Tennis
Cricket	Netball	Trampolining

There are regular Inter-House tournaments in the seasonal sports and athletics competitions, culminating in Sports Day in the Summer Term. Visits are organised to watch national and international sporting events.

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### **SPORTING AIMS**

To instil the values of fair play, honest competition and good sporting behaviour as individual participants, team players and spectators.

To foster an enjoyment of physical activity and promote the value of an active and healthy lifestyle.

To promote the use of community leisure facilities, such as the Angel Centre and Tonbridge Swimming Pool, in curricular and leisure time.

To provide equal opportunities and access to activities that allow pupils to develop physically, socially and emotionally through a broad range of experiences and challenges.

### **DUKE OF EDINBURGH'S AWARD SCHEME**

The Duke of Edinburgh's Award Scheme is very well established in the school. Pupils have the opportunity to join the scheme when it begins at the age of 14. Currently there are well over 100 Bronze, Silver and Gold participants in Years 10, 11 and the Sixth Form. Pupils derive a great deal of satisfaction from the activities involved, which include public service, practical skills, physical activities, expeditions and courses. In the summer of 2005 staff and students took part in a highly successful World Challenge Expedition to Honduras. Expeditions are organised every other year with the next, in 2007, going to Madagascar.



*“The school’s partnership with parents is very good. The school’s partnership with the community is excellent.” Ofsted Report October 2003*



#### **ARRANGEMENTS FOR PARENTAL VISITS**

Essentially, education is a co-operative venture between parents and teachers, so that successful schools are almost invariably characterised by close links with parents. It is for these reasons that the school sets out to promote such contacts through an ‘open door’ policy. Accordingly, parents are welcome in school at any time. All we ask is that you telephone first to make the necessary arrangements.

#### **THE FRIENDS OF HILLVIEW PTA**

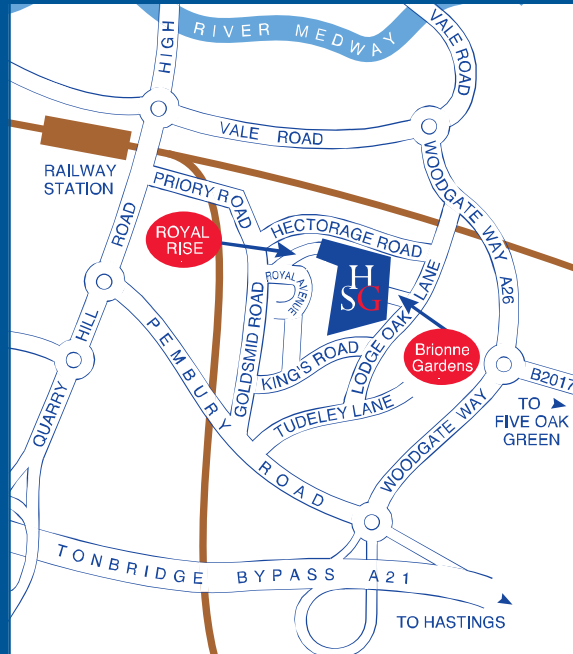
This organisation comprises parents, teachers, past pupils and governors. It makes an invaluable contribution to the sense of co-operation and warmth within the school. Open to all parents, it is an excellent opportunity for parents to become actively involved in the school community. Its varied activities are co-ordinated by a committee of volunteers. The Friends organise a wide range of social and fund-raising events whose effect is to enrich school life in ways too numerous to itemise. They are, in every sense, what their name states: ‘Friends of Hillview School’.

#### **SCHOOL UNIFORM**

The school has a traditional attitude concerning school uniform and expects all pupils to look neat and smart. We consider that a smart uniformed appearance is an important element in setting high standards and reflects the tone and ethos of the school. The co-operation of parents in helping us to set and maintain these high standards of appearance is essential. All items listed in the Supplementary Information enclosed may be obtained from the school stockists: S. Simmonds & Son, 64 Calverley Road, Tunbridge Wells. Representatives of Simmonds will be present at the Induction Evening for new entrants in July, when parents are usually also able to purchase good quality second-hand uniform.

#### **SCHOOL MEALS**

An extensive range of healthy and attractive meal options is provided for students and staff. All the food is cooked and prepared in the school kitchen. It is very popular with students. Hot food is also available at Breakfast (from 7.45 a.m.) and at Morning Break. Free school meals are available for eligible families. If you are in receipt of a benefit, you may be eligible for a free school meal. For further details please contact the Area Education Officer in your area. All applications are treated confidentially. As the system operated is cashless and card-less, there can be no stigma or embarrassment attached to a child’s eligibility for a free school meal. Pupils may only leave the premises at lunchtime if they have been issued with a pass, but we strongly encourage pupils to remain in school over lunch. As an alternative, pupils may bring sandwiches to eat in the dining room.



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A PERFORMING ARTS COLLEGE

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