



Lugwardine Primary Academy



Prospectus

2023 - 2024



Contents

Head Teacher's Welcome	3
A warm and welcoming environment.....	3
Focusing on mental health and wellbeing	3
Wide-ranging curriculum	3
Celebrating a diverse community	3
Dedicated staff.....	3
Parent partnership.....	3
School values	3
Our Motto.....	4
Our Vision	4
The School.....	4
The Organisation.....	4
The School Day.....	5
Lunch time	5
Playtime	5
Drinks in School	6
School Uniform	6
PE and Games uniform	6
Behaviour.....	6
Rewards	7
Attendance	7
Medicines.....	7
Home School Partnership	7
Parent Teacher Friends Association.....	7
School Governors.....	7
Complaints	8
Induction Arrangements	8
Admissions Arrangements	8
High School Transfer	8
Early Years Curriculum	8
Inclusion.....	10

Head Teacher's Welcome

It is with great pride that we welcome you to our fantastic school.

A warm and welcoming environment

Lugwardine Primary Academy (LPA) is a vibrant school with a warm, welcoming, safe and fun environment where all children are supported and encouraged to excel. We take pride in developing the best possible standards of learning, teaching and assessment by holding the highest expectation and knowing our children well.

Focusing on mental health and wellbeing

We believe that a happy child is a successful one, therefore emotional wellbeing and mental health is at the heart of our aspirations. Our school is united by everyone's dedication to maximising pupils' personal development and wellbeing. All of our staff understand that emotional health is closely linked to mental health and that, as a school, we can encourage positive development of mental health in childhood. Consequently, this is embedded across the curriculum to allow us to develop healthy and happy children who are ready to take on the challenges they may face in school and beyond.

Wide-ranging curriculum

At LPA, we challenge all children to strive for academic, creative, sporting and personal accomplishment within a wide-ranging, engaging, relational and enriched curriculum. Our children are given time to explore subjects and develop deep understanding. We encourage children to take ownership of and responsibility for their learning, so they have the confidence and curiosity to ask questions, solve problems and reflect and respond to high quality written and verbal developmental feedback. Children are praised for their ability to collaborate, their perseverance and self-belief and positive attitudes towards their learning.

Celebrating a diverse community

We pride ourselves on being an inclusive school where everyone can achieve success and develop their skills of independence, whatever their background. We promote an ethos of respect and empathy, where diversity is valued and celebrated – both within school and the wider world. We want pupils to celebrate and understand, and our balanced curriculum, school trips and whole school events prepare them to become good citizens of the world.

Dedicated staff

High-quality teaching is a key priority at LPA, and the relationship between staff and children underpins inspirational, supportive and effective teaching, learning and assessment. I am exceptionally proud of our dedicated, passionate, and approachable staff, who are actively involved in identifying pupils' needs. We ensure that there is a wide range of quality continued professional development available, and that staff can learn from each other and share good practices.

Parent partnership

Another very important part of our school is you, the parent! We strive to develop and build relationships with the whole community and the link between school and parent is key. We work hard to involve you in every step of your child's time here and increase your child's enjoyment of learning

School values

At LPA, we value responsibility, honesty, respect, tolerance, determination, co-operation, caring, self-control, friendship, appreciation, and positivity.

Our Motto

Learning and Growing Together

Our Vision

Our vision at Lugwardine Primary Academy is to provide a safe, caring, creative and supportive learning environment. Each pupil is nurtured and developed to reach their full potential. They have a desire to learn, are encouraged to take appropriate risks and accept challenges. We respect and trust each other and show compassion and tolerance at all times. Everyone is expected to participate in school life and pupils will leave our school with memories and skills that will support them on their lifelong journey.

The School

Lugwardine Primary Academy (LPA) was originally in the Victorian school house next to the Parish Church in Lugwardine. In September 1989 the school moved to its present home in Bartestree, although still remains within the boundaries of the parish of Lugwardine. In April 2012 the school converted to an academy.



LPA is a non-denominational Community School for children aged 5 - 11 years. We are a single-form entry school. The school has one Headteacher, 7 full time teachers and an excellent and enthusiastic team of support staff and office workers who are all passionate about helping children grow and achieve their best.

Our planned admissions number is 30 and the school has capacity for 210 pupils.

Since the school was built in 1989 it has benefited from a number of building projects. Most recently the school hall was redeveloped and enlarged, a new sensory room has been built and the school library has been redeveloped. The school also has fantastic outdoor spaces and over the past 18 months two forest school areas have been developed, a sensory and reading garden has been planted and cultivated and vegetable growing beds have been made.

The Organisation

The school is arranged in seven classes:

E.Y.F.S. (Early Years Foundation Stage)

Reception Class Year R children 4-5 year olds

Key Stage 1

Year 1 Year 1 children 5-6 year olds

Year 2 Year 2 children 6-7 year olds

Key Stage 2

Year 3 Year 3 children 7-8 year olds

Year 4 Year 4 children 8-9 year olds

Year 5 Year 5 children 9-10 year olds

Year 6 Year 6 children 10-11 year olds

The classes are grouped in Bubbles made up of:

- Reception and Year 1
- Years 2, 3 and 4
- Years 5 and 6

When children start they become part of a house (Arrowsmith, Burdon, Hollylea or Wilcroft). Siblings will be placed in the same house. Each house has a House Captain and a Vice Captain chosen by the children. The children earn points for their houses, have house assemblies and take part in sports day as a house.

We believe children should play a key role in the development of the school and hold positions of responsibility. These include House Captains, School Council representatives, librarians and lunch monitors.

The School Day



The school day starts at 8:30 and ends at 3:15.

The school gate opens at 8.30 and the children need to be in the class by 8:40 (when the registers close).

During the day the children have 15 minutes break time in the morning, an hour for lunch (which includes half an hour to have food in the hall, and a half hour playtime) and the children in the EYFS and KS1 have an additional 15 minutes play in the afternoon.

Lunch time

Children in the EYFS and KS1 are eligible for a free school meal at lunch time. The school meals at LPA are provided by Alliance in Partnership and the menu is made available at the start of each term. Meals need to be ordered ahead of time and information about how to do this is available from the school office. Children from families on Income Support or Family Income Supplement are entitled to register for a free school meal (which brings benefits in addition to the meal). If you are eligible, or think you might be eligible, please speak with the school office.

Playtime

Children are always encouraged to spend break time outside to have the chance for fresh air, active play and socializing with friends. Please make sure your child has an outside coat as we will only come in if the weather is very inclement. We promote a balanced diet in school and do not label food as good or bad, health or unhealthy.

Children in EYFS and KS1 do not need to bring any snacks into school as fruit is provided. Children in KS2 can bring in a snack for morning break time. The following list outlines types of snack that are suitable for your child to bring in:

- Fresh fruit
- Fresh vegetables
- Dried fruit (not covered in a coating)
- Plain rice cakes
- Bread sticks
- Oat cakes
- Plain biscuits
- Crackers

Nuts, or products which contain nuts, are not allowed in the school due to children with severe allergies.

Drinks in School

Pupils should bring in water in a bottle to drink during the school day. Bottles are available to buy from the school office and water is always available in school for pupils to refill. Fizzy drinks, energy drinks and flavored waters are not allowed in school.



School Uniform

As a primary school we are very proud of our uniform. The logoed jumper or cardigan is available from the School Uniform shop in town or www.schooltrends.co.uk. The rest of the uniform can be purchased elsewhere. It is incredibly helpful for all uniform items to be labelled with the child's name (both first name and surname). Full information about our school uniform can be found on our website and in our Uniform Policy.

PE and Games uniform

Plain navy or black shorts or jogging bottoms and a white t-shirt are required for all physical activity. On the days when children have PE they can wear their kit into school for the day. The day your child does PE will be communicated at the start of each term via the class newsletter. Soft soled gym shoes are needed for indoor use and a pair of trainers for outdoor PE.

Each school house has an associated colour and the children will need a t-shirt of this colour for sports day.

Behaviour

Values are key at LPA and we have some simply rules to make sure everyone is safe and can enjoy their learning at school. Everyone is treated with respect and is expected to follow our Ready, Respect, Safe agreement at all time.

This means:

- Ready – to learn
- Respect – each other, staff and the environment
- Safe – keep yourself and others safe

Further information can be found in the school's behavior policy.

Rewards

We have a system of rewards that includes, housepoints, stickers, certificates and Golden Tickets. Housepoints are given to reward the children's efforts and the values they demonstrate. Each Friday we hold a Celebration Assembly where all classes have two 'Stars of the Week'. Each week all staff members are given a Golden Ticket to hand out to any child they see demonstrating kindness, good manners or hard work. All children who receive a Golden Ticket gather on a Friday afternoon with the Headteacher for a hot chocolate treat.

Attendance

Regular school attendance is key if children are to reach their full potential. Every lesson counts and children who have time off school find it difficult to catch up.

Good attendance is key for:

- Good academic achievement
- Forming strong friendships
- Ensuring pupils can take part in extra-curricular activities.

All these are key contributions to the happiness of the child and happy children achieve far better at school. When a child is ill, the school needs to be called between 7:45 and 9am to inform the office that the child is not in and explaining the reason.

Medicines

If your child needs medicine during the school day you will need to speak to the school office and complete a medical form. If your child has an allergy or needs to take regular medication (such as an inhaler) the school needs to be informed and kept regularly updated. If appropriate, we will work with you and other health professionals to put together a Health Care Plan.

Home School Partnership

We believe that parent involvement is a major factor in your child achieving their very best at school. Help to listen to readers and with trips is always welcome and class teachers will communicate when help is required.

We send home weekly newsletters via email, each class has a termly newsletter and classes use Seesaw to communicate updates.

In the Autumn and Spring term we have parent/teacher meetings and a report is sent home in the summer term summarizing the progress and achievements of the child during the year.

Parent Teacher Friends Association

The school is very fortunate to have an active Parent Teacher Friends Association (PTFA) and as soon as your child starts at the school you are automatically a very welcome member. Each class has two reps who help to coordinate and support at events.

School Governors

The school's Governing body is a voluntary group who support the development of the school:

The Governing body's responsibilities include:

- Setting strategic direction, objectives, targets and policies

- Reviewing progress against the budget, plans and targets
- Approving the school budget
- Acting as a critical friend to the Headteacher by providing support and challenge
- Appointing the Head teacher

Complaints

If you have any complaints the first course of action is to contact the school. Depending upon the nature of the complaint you will be directed to the appropriate member of staff. This is usually the class teacher where the majority of concerns can be addressed. Of course, for more serious concerns the appropriate person may be a senior leader. The school has a complaints procedure which can be found on the school's website.

Induction Arrangements

We aim to provide as much home/school liaison as possible. Children are offered a series of introductory sessions during the second half of the summer term prior to starting school. The EYFS staff visit feeder nurseries prior to entry. Pupils who transfer in-year are given the opportunity for a taster day before officially joining the school.

Admissions Arrangements

The school's admissions for Reception are operated through the Local Authority. The planned admissions limit is 30 and in the event of oversubscription the criteria is set out in the school Admissions Policy on the website. Further information can be found via the Local Authority Admissions Team.

High School Transfer

When children leave year 6 they transfer to High Schools. We encourage parents to visit all the schools they are considering to apply for to help decide which best suits their child. The admissions procedure is operated through the Local Authority.

Early Years Curriculum

Our Early Years setting follows the curriculum as outlined in the 2021 statutory framework of the EYFS. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive (See LPA Early Years Foundation Stage Policy for further information).

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics



- Understanding the world
- Expressive arts and design

EYFS Intent

At Lugwardine Primary School we offer a curriculum based on fascination and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a true love of learning.

It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be happy, confident and independent, to believe in themselves and interact positively with others. We intend to equip them with key skills that will support them throughout primary school and beyond into adult life.

We understand that play is an integral part of learning and this is at the heart of our early year's curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils. We also believe that consistent routines are key for success.

We foster warm and positive relationships between staff and children and build strong relationships with parents. We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

EYFS Implementation

At Lugwardine Primary School we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and we actively safeguard and promote the welfare of all of our children. We prioritise creating a 'language rich' environment through the use of songs, rhymes, stories and by providing time for quality interactions between adults and between peers. We ensure that interactions are positive and progressive, allowing children to flourish and gather words rapidly in order to become confident communicators. Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics through the essential letters and sounds scheme. The children learn nursery rhymes and develop their mathematical thinking through direct teaching,



through exploration of continuous provision and through free play experiences. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences.

We have built our school environment to enable our children to strengthen their gross and fine motor skills through physical play. Children spend time outdoors in their natural environment in all weathers. They develop through exploratory, sensory experiences in our mud kitchen, digging pit, sandpit water area and by painting/ chalking and writing and by taking part in Forest School and adult-led PE sessions.

Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play.

The curriculum is taught through topics which are enriched with classroom enhancements, trips and visitors. Topics are supported by quality key texts. These are chosen carefully to encourage children's speech, language and

communication development and to further children's understanding of the world. All planning, however, is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests.

We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents are updated on our topics through termly newsletters and topic webs. We also keep them up to date of their child's individual progress through tapestry observations, and allow them access to their child's new steps. Parents enjoy using Tapestry to engage in their child's learning and share experience from home. Parents are also welcomed into school to join in our learning – i.e. through stay and share sessions, accompanying us on trips. We ensure learning is inclusive for all children regardless of their background and welcome parents of children with EAL to participate in our phonics lessons in order to support with reading at home.

As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals. These judgements are made on the basis of accumulative observations and in depth knowledge of the children acquired through ongoing assessment. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.

EYFS Impact

At Lugwardine Primary Academy our curriculum and its delivery ensure that children make good progress from their own starting points. During their time with us children make rapid progress towards the national expectation for a good level of development at the end of the year. Pupils also make good progress toward their age-related expectations both academically and socially, developing a sense of themselves before transitioning into Year One. We work hard to foster independence within the children, teaching them to be responsible for their belongings and their behaviour.

Children develop their characteristics of learning and are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding. Children are confident to take risks and discuss their successes and failures with peers and adults drawing on their experiences to improve or adjust what they are doing.

We believe our high standards are due to our carefully planned environment, enriched play-based curriculum, quality first teaching and individualised use of assessment.

Inclusion

We believe that it is important to provide a caring and trusting environment where all children can achieve their potential academically, socially and emotionally. This is the shared responsibility of the whole school, its staff, governors and parents. We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination and to develop an environment where all children flourish and feel safe.

Special Educational Needs and Disabilities

Children may have special educational needs either throughout, or at any time during their school career. These needs may impose barriers to learning which will need to be addressed by the school. When planning teachers set suitable learning challenges and respond to children's diverse learning styles. Teachers take account of the requirements of individuals and groups within their class and make provision to enable all children to participate effectively in curriculum and assessment activities. Some children require support which is additional to or different from that given to other children of the same age. Effective differentiation is the prime intervention in meeting pupil's needs.

When individual needs cannot be met within normal classroom differentiation then a child may take part in specific interventions with a teaching assistant.

On occasions specialist advice from external agencies may be required e.g. Educational Psychologists, Behaviour Support Teams etc.

Other groups with additional needs

Within school we are aware that there are also other groups of children which may require extra support at times throughout their time with us e.g. children with English as an additional language. Their needs are met in a variety of ways e.g. support from the Learning Mentor, specific resources, extra – curricular activities.

Further information regarding Special Educational Needs and Disability can be found in our Local Offer on the school website. Our Special Education Needs Coordinator (Mr Richard Foster) is happy to speak to you about general issues related to SEND if the class teacher cannot answer your questions.