



**Lutley**   
Primary School

School Prospectus

2024.25

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@LutleyPrimary

## Welcome

Welcome to Lutley Primary School.

Our school values are: Learning, Caring, Aiming High-Together. And in our school, we actively promote these values in everything that we do.

We hope the information here is both useful and interesting and that it gives you an insight into what a happy and vibrant place Lutley Primary is.

Lutley is part of Hales Valley Trust. Our Trust is an all-primary academy trust, based in Dudley, West Midlands. We became in Trust in February 2017 and currently consist of 7 primary schools. All our schools are very different, ensuring that there is an exciting and vibrant mix across our Trust.

Our family of schools bound together by:

- A commitment towards the common vision through shared values and core principles
- A board of Directors that is committed to developing and strengthening a culture of collaboration
- A board of Directors that adheres to the legal responsibilities towards inspiring individual excellence for all learners across the Trust.

You can find out more about Hales Valley Trust via: [www.halesvalleytrust.org.uk](http://www.halesvalleytrust.org.uk)

## Admissions

Prior to submitting an application, all parents are given the opportunity to make an appointment to visit the school. Open mornings and afternoons are arranged for this purpose. Parents are welcomed and shown around by the Headteacher. The school admissions number is 90 pupils per year.

### Dudley Admissions Policy

As part of the Dudley Local Authority, Lutley Primary School follows the Dudley Admissions Policy. All preferences, regardless of ranking, will be assessed against the published criteria.

For more information, please visit: [www.dudley.gov.uk/resident/learning-school/parental-support/school-admissions/](http://www.dudley.gov.uk/resident/learning-school/parental-support/school-admissions/) for more information

### Organisation

Throughout the school, we have 3 classes per year group from reception to year 6, with 30 in each class, at times children will work in small groups for activities and intervention.

## Arriving and Leaving- School Times

### Arriving at and leaving school

Children should not be on the premises until five minutes before the start of school. At 8:45am, children can enter school via their designated key stage doors, where they are greeted by a member of staff. If you have a message to pass on, then you can speak to the member of staff on duty at the door or come to the main school office. All children need to be collected at the same designated door at 3:30pm pm.

### Arriving late

Any child arriving after 9:00am will need to enter via the school office where a parent/ carer must sign the late arrivals book. Please refer to our attendance policy for further information.

## Before and After School Club

We offer a breakfast club from 7:30am, and after school club from 3.30pm which runs from the end of the school day until 6.00pm. Full details of breakfast club and after school club can be found via the school office.

## Clubs

### Enrichment Clubs

Due to the commitment and goodwill of the staff at Lutley, and the use of outside providers, there are a range of clubs taking place either after school or during lunchtimes. Information about these are emailed out at the start of each term.

We are currently able to offer a variety of different club sessions including small group instrumental tuition during the week. Many of our children take part in these enrichment activities, with some children accessing more than one club.

Here are some examples of the types of clubs we offer:

- Art and craft
- Knitting
- Choir
- Chess
- Film Club
- Story Time
- Dance
- Football
- French
- Golf
- Netball
- Science
- Tag rugby

Our weekly newsletters provide up to date information on the clubs running.

### Individual Music Tuition

Pupils have the opportunity to participate in individual music tuition. We provide a variety of lessons including woodwind, brass, strings, keyboard, guitar and vocal. Please contact the school office for further information and costs.

## Communication

We work very hard to communicate effectively with our parents and carers and we are always looking for new ways to achieve this.

### Website

Our website aims to have current and useful information for parents readily available at all times. You will find information in the calendar of dates and events throughout the year. We produce a whole year calendar that has key dates for your diaries, such as sports days, parent evenings and school productions, enabling you to know about these events in advance so that you can make the necessary arrangements. Our website also has a variety of curriculum and school information for you to access easily.

### Parentmail

All of our communications to parents are issued via Parentmail. Parentmail is an online communication tool which issues emails and texts to parents. At Lutley all of our letters are emailed to you via [Parentmail](#), ensuring that they reach their destination rather than lying at the bottom of a school bag. You are automatically registered with Parentmail when your child starts school. Urgent communications are also issued via text message. For more information about Parentmail please contact the school office.

We publish a weekly newsletter, which gives parents a summary of what has been going on and what is coming up. These newsletters can also be found on the school website, so you can always stay in touch!

### Pupil Planners

All our pupils have an individual pupil planner for information and communication. The planners have copies of the contain information such as useful websites, spelling rules and handwriting guidance. There is a weekly diary where staff, pupils and parents can regularly communicate with each other. Reading is also recorded in the weekly diary. We ask parents and staff to sign the planners every week.

## Curriculum

### Hales Valley Trust Curriculum Intent

We will ensure that the curriculum provided for the pupils of Hales Valley Trust engages and inspires them to learn, providing them with firm foundations in which to develop and grow into the successful global citizens they need to be.

### Lutley Primary School Curriculum Intent

As a values-led school, our curriculum is underpinned by Learning, Caring, Aiming High-Together. It is through these values that we develop the whole child. It is our intent that children leave Lutley ready to move forward in their learning, kind, resilient and well equipped digital and global citizens.

You can find our curriculum and programmes of study on our school website.

## English

At Lutley Primary School, we use a variety of teaching and learning styles in our English lessons. Our principal aim is to develop children's knowledge, skills, and understanding. We do this through units of work that build children's skills through whole-class reading or writing activities, whole-class focused word or sentence activities, guided group or independent activities, and whole-class sessions to review progress and learning.

English at Lutley is purposeful, creative and engaging with the intention to make all children confident communicators. We take a highly personalised approach in both reading and writing, using texts and stimuli closely linked with the year group's wider curriculum, current affairs and events and the children's own interests.

### Early Reading

We prioritise the development of early reading by putting reading at the heart of our curriculum. Using robust and systematic teaching of phonics, we provide an effective transition into independent reading, which subsequently encourages our older pupils to read widely and often. Phonics is an essential tool, but we are aware that, whilst phonic knowledge enables pupils to decode words, it does not teach them to understand meaning. We achieve this by providing opportunities for our pupils to sing, hear and engage with stories and rhymes, to gain an understanding of what words mean through early, verbal comprehension. These solid and secure foundations are then built upon to enable the children of Lutley to be fluent, confident readers, fostering a love for reading.

How do we promote fluency and reading for pleasure?

- Accelerated Reader
- Reading challenges
- End of Day Reading Experience
- Library Visits
- Whole School Book Focus
- Bookworms
- Author visits

Our website has more information about our English curriculum if you would like to find out more.

## Forest School and Farm School

### Farm School

Farm School is an outdoor learning project for our year 3 pupils, with regular sessions held throughout the spring and summer, in our sunny, sheltered allotment area behind the Teaching Hub. The sessions are great fun and we are fortunate to have the support of parent volunteers to help with the practical activities.

Children have the opportunity to:

- work in teams to complete tasks, practising important teamwork and problem-solving skills
- use tools safely to prepare the allotment, sow a variety of seeds and care for the plants as they grow
- take part in group activities, quizzes and games at each session to expand knowledge
- learn (by observation) how plants grow and produce the fruit and vegetables that we enjoy
- discover the importance of bees in the pollination of many of our crops
- find out about and put into practice the techniques of composting and organic gardening

- follow the annual cycle of fruit production by observing the apple and pear trees on the school field and fruit vines and canes in the allotment
- learn how to care for animals, by taking turns to tend to our chickens
- enjoy the 'fruits of their labours' by harvesting, preparing and sharing the produce
- through class discussion, develop an awareness of the many benefits of growing some of our own food, for our health, wellbeing and our impact on the environment

## Forest School

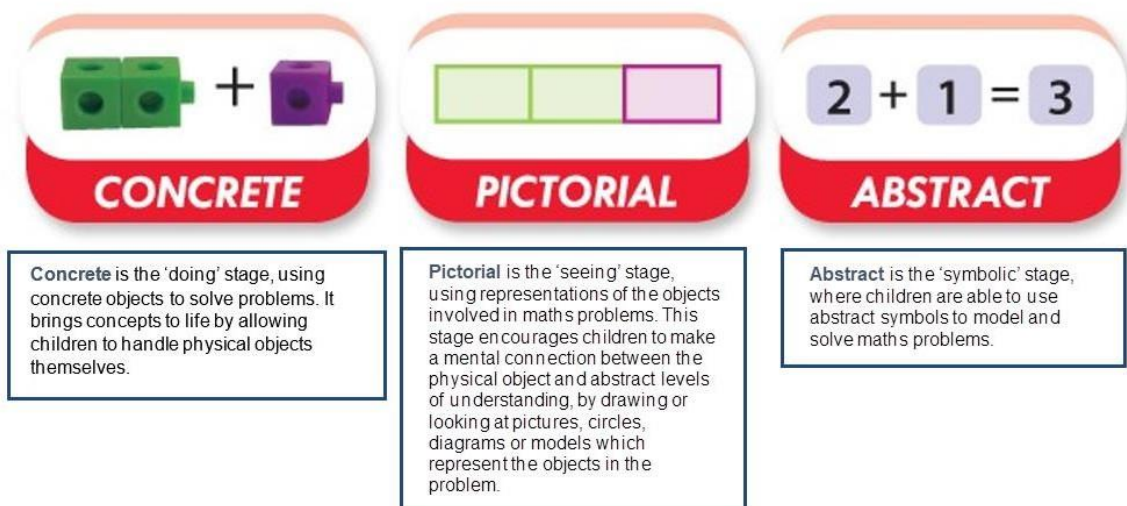
Forest School is an inspirational process, where ALL learners are made to feel equal, unique and valued. They are offered regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees. The pace and atmosphere is relaxed; children have freedom to explore and discover, initiate and drive their own learning, often needing to recognise and take appropriate risks, work together, solve problems and build resilience. In addition, they have lots of time to develop a strong, positive relationship with the natural world and to learn new skills.

*"Time is a game played beautifully by children." Heraclitus*

Lutley is a Green Flag Eco-School, and for many years had a strong environmental focus. The inclusion of Forest School in our EYFS and key stage 1 curriculum since 2012 has given us a whole new way to help children learn and develop, complementing class-based topics as well reflecting all our school values. The year-round programmes are delivered by two trained members of staff and our Forest School site is well-managed and risk-assessed but also wonderfully special with lots of wildlife. Children love their afternoons at Forest School. Together, we witness magical moments, share discoveries, grow in confidence and find new abilities.

## Maths

Power Maths sessions are taught daily in each year group. Power Maths is a whole-class mastery programme designed to spark curiosity and excitement to help nurture confidence in maths. It is the only mastery programme perfectly aligned to the White Rose Maths progressions and schemes of learning, it's written specifically for UK classrooms by leading mastery experts, and is recommended by the DfE. There is a consistent use of the CPA (concrete, pictorial, abstract) approach across Power Maths, which helps children develop mastery across all the operations in an efficient and reliable way.



## Mental Health and Well Being

At Lutley, we take mental health and well-being seriously. We have a 'Well-Being' team of practitioners that work with the children to promote their social, emotional and mental Health. Within this team there is a member of the Senior Leadership Team (Head of Inclusion), our Family Liaison Officer and a two Teaching Assistants (ELSAs – emotional literacy support assistants) who are all experienced in supporting children with a range of needs. A number of the practitioners are Mental Health First-Aiders. Support that children receive follows a three-tiered graduated response.

### Wave 1: Quality First Teaching

As part of quality first teaching for all children, we recognise the importance of teaching our young people to achieve a healthy mind and body. Curriculum subjects which support the children with this are Science, Physical Education (P.E), Personal, Social Health Education and Citizenship curriculum (PSHE&C), Food technology, R.E, teaching through class and school assemblies, Rights Respecting Schools and Forest School.

### Wave 2: Short Term Individual or Small Group Support

It may be that we notice that a child is acting in a way that is not usual for them or it may be that a child is experiencing a short-term difficulty which they need support with. Parents may also alert us to the fact that their child is going through a difficult time.

Examples of this could be that a child:

- is finding it difficult to make friends
- is finding it difficult to work effectively with others or is making poor choices linked to our behaviour charter
- has moved from a different school/setting and is finding it hard to settle into our school
- has experienced a family bereavement/ loss of a pet
- It could also be that a class is finding it hard to work as a team

At this point, we would provide something that is additional to, or different from quality first teaching for a short time. At this point, we would not necessarily define a child as having a special educational need. They may need some additional support through an intervention for a short time. School staff will speak to parents about this before a short intervention begins (See policy for Interventions).

Support for a child may be:

- setting up a circle of friends for the child
- organising playground buddies to support the child at lunchtimes and breaktimes
- access to our lunch club
- supporting the child to make good choices through short term interventions such as working through actions and pinpointing when the child's behaviour should have changed and what they will do next time (back-chaining)
- specific work on acceptance and tolerance of faith, creed and race
- ensuring that there is a key adult for the child to check-in with by way of a meet and greet each morning and at various other times during the week
- a small group intervention to develop social skills or support making friends
- whole class massage, following the 'Massage in Schools Programme'

In some instances, a Boxall Profile will be completed to support staff to meet the needs of individual children. You can find out more about the Boxall Profile, you can read here <https://boxallprofile.org/>

### Wave 3 Individualised Support

Sometimes, children need more support over a longer period. It is probable that a child would be identified as having special educational needs at this point as likelihood would be that the child's academic progress would be impacted by their social, emotional, mental health needs.

This would be discussed with parents.

Possible 1-1 strategies could be as follows:

- access to our lunch club
- staff would complete a Boxall Profile and strategies from this would be implemented in class and during 1-1 intervention time
- it is possible that a child may have an individualised behaviour plan (IBP) to monitor behaviour and work on personal targets (see Behaviour Policy)
- involvement of external agencies such as, School Nurse, Educational Psychologist (E.P) and/ or Child and Adolescent Mental Health Services (CAMHS). School staff would work hard to implement class strategies or interventions suggested by these professionals

## Support for Families

In addition, we can offer family intervention through Early Help. Families can seek support due to a variety of issues including:

- poor physical and mental health
- domestic violence
- substance misuse
- lack of basic and life skills
- child's behavioural problems
- difficulties sleeping

Our Family Liaison Officer will work with both parents and children in a variety of ways to support them through identified issues using outside support as appropriate.

## Parents and Carers

We enjoy a very positive relationship with our parents and carers and we welcome their involvement in school life. We have many opportunities throughout the school year for parents and carers to come in to learn alongside their children, work with their children and enjoy seeing them perform.

### Assemblies & Productions

Throughout the year every class holds an event that parents & carers can come along and enjoy. Reception and Year 1 hold a Christmas Nativity and Mothers' Day Assembly; Year 2 and Year 3 hold Christmas Nativity and Fathers' Day event. We also hold a very special leavers' service for Year 6 in their final week at Lutley.

### Workshops

Throughout the year we organise curriculum related workshops that aim to help you support your child at home. Parents have benefitted from attending workshops on phonics and reading, maths calculations, relationship and sex education, SATs tests, secondary choices and residential trips. We always take feedback from parents following these workshops to see how we can tailor the events to make them even more worthwhile next time. Parents are also invited in to an Inspire session where they can come in to school and work alongside their child.

### Reading Buddies

Regularly, we have DBS cleared, reading buddies come in to school.

A reading buddy is a parent, or a volunteer from a business or wider community who gives their time to help children develop their reading skills. Usually a reading buddy will be paired up with one child who will read to them for up to 20 minutes. The session should ideally take place on the same day and at the same time each week. A reading buddy takes an interest in the child and works with them for a minimum of a term so that they can develop a



good relationship. Reading buddies are role models, their ultimate aim being to develop within the children a love of reading, increase the children's confidence and self-esteem and to leave the children with a real sense of achievement.

Reading buddies provide schools with an extremely important resource – their time - and as a result they are very much appreciated and valued in the schools they attend. A member of staff initially meets with the reading buddies to ensure they are familiar with the skills they need to be developing with the children and how to record their session in the children's planners.

### **Volunteers**

We are so lucky at Lutley. We have parents, carers and grandparents willing to spend time in school, helping children complete tasks and enabling us all to learn from each other. By freely sharing their time, knowledge, memories and skills they enrich our learning.

### **Projects**

In the outdoor environment, volunteers have helped with projects large and small, from redeveloping the nature area beside the school drive to supervising the sowing of seeds. Over the year, we engage with our Groundforce Team, to help sustaining the productivity of the vegetable garden and the beauty and biodiversity of our school grounds.

### **Farm School**

At Farm School, parents and grandparents are invited to help Year 3 with their sessions in the allotment; supervising groups and teaching them how to carry out all sorts of horticultural skills from digging and weeding, to sowing seeds and harvesting produce. Their assistance means that groups of children can be engaged in several different activities at once so everyone is busy. They present wonderful role models for the children and the children love to have their company and learn from different adults.

### **Forest School**

At Forest School, parent volunteers are essential as we must have at least five adults present to safely supervise the children. We have been blessed with great supporters who not only make up the numbers but really get stuck in to the Forest School activities and make the sessions go smoothly.

If you would like to know more then please contact the school office.

## **Pupil Leadership and Pupil Voice**

### **Pupil Leadership**

We actively promote the children of Lutley to be involved with school life as much as possible and we value their views and input.

Children have the opportunity to apply for some of these positions each academic year by completing an application form and interview process, others are nominated by the peers and /or teachers.

We have a range of Pupil Leadership roles at Lutley.

For example:

- Eco Council
- Head pupils
- House Captains – Ruby, Diamond, Emerald, Sapphire
- HSBC Bank
- Digital Leaders
- Junior PCSO
- Librarian
- Playground Buddies
- Playground Leaders
- Right Respecting Reps
- School Council
- Trust Council
- STEM Leaders

## **Pupil Voice**

The children in our school have a voice. As such, they have lots of opportunities to share their thoughts on school issues – both formally and informally.

At Lutley, we believe that all pupils should have the opportunity to share their pupil voice. We do this in a number of ways:

- Pupils have the opportunity to take on leadership roles which include head pupil, house captains, librarians, play leaders and other class roles.
- The school council plays a major part in pupils sharing their ideas, views, or concerns about school.
- Pupils engage in circle time sessions in class in order to share their thoughts and opinions on a variety of subject areas.
- We conduct learning review weeks every half term so pupils have the opportunity to talk to their class teacher in a one to one situation about their learning and what they want to achieve next.
- Each year pupils from every year group answer questions in our whole school pupil questionnaire, they also have opportunity to comment on things that they like about our school and improvements they would like to see.

## **Rights Respecting School**

### **What are children's rights?**

Children and young people have 54 rights which are listed in the United Nations Convention on the Rights of the Child or UNCRC for short. These rights are the things that children need to be safe, healthy and happy. Rights are things that every child should have or be able to do. All children have the same rights no matter what their background, gender, ethnicity or religion. Almost every country has agreed to these rights and governments have agreed to do their utmost to respect and ensure that each child has the ability to exercise their rights. All rights are connected to each other and all are equally important. Sometimes, we have to think about rights in terms of what is best for children in a situation, and what is critical to life and protection from harm.

### **What is a Rights Respecting School?**

Together young people and the school community learn about children's rights, putting them into practice every day. The Award is not just about what children do but also, importantly, what adults do. In Rights Respecting Schools, children's rights are promoted and realised, adults and children work towards this goal together. There are four key areas of impact for children at a Rights Respecting school; wellbeing, participation, relationships and self-esteem. The difference that a Rights Respecting School makes goes beyond the school gates, making a positive impact on the whole community.

### **Going for Gold**

We have been awarded a Gold Rights Respecting Award. It is granted by Unicef UK to schools that have fully embedded children's rights throughout the school in its policies, practice and ethos, as outlined in the RRSA Strands and Outcomes.

Particular strengths of the school are:

- a very strong focus on children being safe and empowered
- happy, confident and articulate children who understood a wide range of rights and could apply them in their own context.
- children who were extremely enthusiastic about their school
- excellent staff ambassadors for RRS



## SEND

Lutley is based on values that demonstrate a real commitment to the young people that we serve. We believe in providing a diet for students that is appropriate to their needs; we strive with a passion for excellence as adults and for our pupils.

Children may be identified as requiring additional intervention to support their learning if they fall a year or more behind their chronological age. However, children may also be identified for additional intervention if they have needs with speech and language, social, emotional and mental health difficulties or physical and sensory impairments.

Where additional intervention is required, the Hales Valley Trust has adopted a three-wave strategy to ensure that quality, inclusive teaching for all interventions is matched to the specific needs of individual pupils at the earliest possible opportunity.

The Hales Valley Trust initial response to a need for intervention is to provide wave 1 adaptive teaching within the classroom, with the additional support, where necessary, of a teaching assistant. Where a pupil's progress remains slow in relation to their targets, the teacher may use wave 2 interventions in addition to wave 1 interventions.

Wave 2 interventions are for children who are falling behind and include small group booster sessions led by a TA or teacher. Where wave 2 interventions are insufficient in bridging the gap in a pupil's attainment levels, teachers should inform the special educational needs coordinator (SENCO) and move to wave 3 interventions on the graduated response, as outlined in the 0-25 SEN Code of Practice.

The Hales Valley Trust procedure for a wave 3, graduated response, is outlined in the Multi Academy Trust SEND Policy and Information Report. Where it has become clear that a pupil has a complex special educational need which the Hales Valley Trust wave interventions are unable to address, the SENCO should request an assessment for an education, health and care plan (EHCP), as per the 0-25 SEN Code of Practice.



## Uniform

We are very proud of our uniform, not only do the children look smart but they feel a sense of community and belonging when they are wearing it.

We have two uniforms:

- Winter uniform is worn from Autumn half term to Easter holidays
- Summer uniform is worn from Easter holidays to Autumn half term

All children must have a school water bottle. These can be purchased via the school office.

## GIRLS

Winter: white shirt, royal blue/gold tie and grey pinafore, skirt or grey tailored trousers, Lutley royal blue logo cardigans or Lutley royal blue logo sweatshirts, sensible black shoes - no trainers, open toed shoes or large 'Doc Martin' style boots- If children wear boots during the winter months, then they must be plain, flat, black leather no taller than mid-calf height.

Summer: yellow and white dress or white (school logo) polo shirt; skirt, grey tailored shorts or tailored trousers; Lutley royal blue logo cardigans or Lutley royal blue logo sweatshirts; sensible black shoes - no trainers, open toed shoes or large 'Doc Martin' style boots.

PE Uniform – children come to school in their PE uniform on the day that they have their 'Well Being Day'

- White polo or plain white t-shirt and blue shorts or white polo or t-shirt and navy blue / black jogging/ tracksuit bottoms
- The children may wear a navy-blue hoody for outdoor games, particularly in the colder months, but we ask that they have a school jumper to change in to when they are in school.
- Trainers/pumps for outdoors, bare feet for indoor P.E
- Plimsolls may be worn if a child suffers from a verruca, supported by a letter from parents
- Swimming: navy blue/ black joggers and their school jumpers.

## BOYS

Winter: White shirt, royal blue/gold tie, grey long trousers; sensible black shoes - no trainers, sandals or large 'Doc Martin' style boots allowed; Lutley royal blue logo sweatshirt

Summer: White (school logo) polo shirt, grey shorts or long trousers; Lutley royal blue logo sweatshirts; sensible black shoes - no trainers,

PE Uniform – children come to school in their PE uniform on the day that they have their 'Well Being Day'

- White polo or plain white t-shirt and blue shorts or white polo or t-shirt and navy blue / black jogging/ tracksuit bottoms
- The children may wear a navy-blue hoody for outdoor games, particularly in the colder months, but we ask that they have a school jumper to change in to when they are in school.
- Trainers/pumps for outdoors, bare feet for indoor P.E
- Plimsolls may be worn if a child suffers from a verruca, supported by a letter from parents
- Swimming: navy blue/ black joggers and their school jumpers.

## NOTE

- NO nail varnish is allowed to be worn.
- ALL shirts should be worn tucked in and the top button fastened.
- NO jewellery allowed except single stud earrings and one signet ring.
- ALL polo shirts should be worn tucked in.
- We do not allow hairstyles with lines or patterns cut into the head or mohicans. We also do not allow bright or artificially coloured hair.
- NO denim trousers are allowed in school. ALL long trousers must be tailored.
- NO child is allowed to participate in swimming, games or P.E if they are wearing jewellery.

School ties, sweatshirts, cardigans and polo shirts can be purchased from the school office and are also supplied at Dancers in Halesowen.