

School Brochure

2025-2026



EMPOWERING CHILDREN
TO BE
SECURE, ENGAGED AND EQUIPPED FOR LIFE.

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Revised September 2025





It is with great pleasure that I welcome you, on behalf of the staff and governors, to our school.

At Lyppard Grange Primary School we aim to give each and every child the very best start in life to enable them to go on to be confident, successful and responsible adults. This is reflected in our Mission Statement - **Empowering Children to be Secure, Engaged and Equipped for Life**. Our dedicated and committed staff team work very hard to provide a safe and secure environment in which every child can thrive and flourish - academically, emotionally, socially, physically and creatively.

We have high expectations of all in our school in terms of behaviour and respect for others. We encourage children to live by our shared values, respecting others' religious and moral values with a tolerance of a wide range of beliefs and cultures.

We are keen to forge strong links between home and school and recognise that parents have a crucial role to play in the education of their child. The success of our school is dependent upon the strength of the partnerships we build with everyone in our school community. Each of these partnerships needs to be built on a basis of mutual trust and understanding enabling us all to meet our responsibilities.

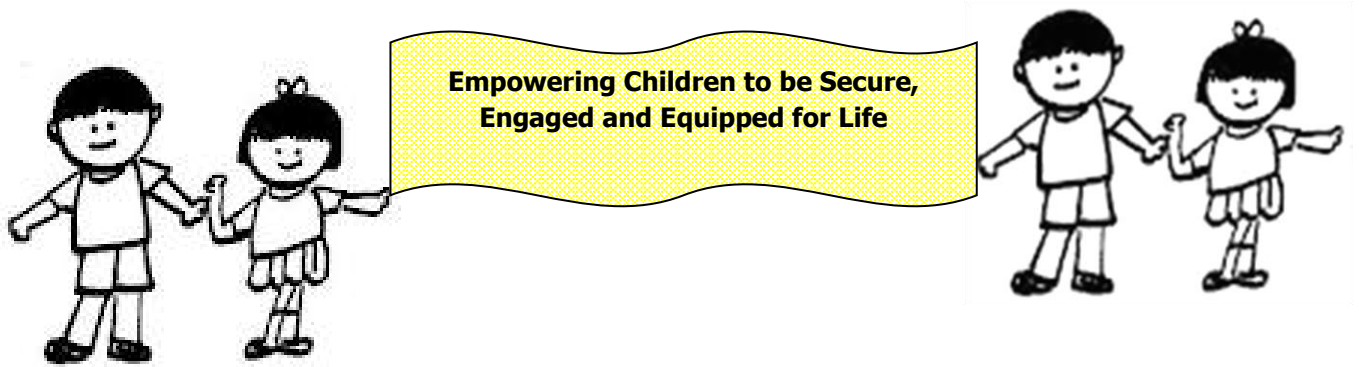
Key to developing strong relationships is clear and open communication. We always aim to keep parents informed and involved with what is going on in school through class newsletters, emails, text messages and through the school's website. From time to time there will be occasions when parents and teachers need to share information and discuss matters. We are always pleased to meet with you to discuss the progress and welfare of your child, by means of a scheduled appointment.

Our school forms an important part of the local community and we work hard to maintain positive links. Our work in school is supported and monitored by an effective Governing Body, which, in collaboration with the Senior Leadership Team of the school and the Trust Board, determines the strategic direction of the school.

We all look forward to working with you to ensure that, in partnership, we give your child(ren) the very best possible start in life; empowering them to be secure, engaged and equipped for the future, and developing their curiosity, communication, teamwork, perseverance, adaptability, courage and independence (our learning values).

Becky Thorp
Head Teacher

Our Mission Statement:



Our Vision:

At Lyppard Grange Primary School our vision is to empower every child in our school to be secure and confident about themselves, engaged with the world around them, and equipped for life now and in the future.

In empowering children to be secure, we seek to ensure they are:

- Self-aware - knowing their own strengths and weaknesses
- Self-disciplined
- Content in themselves with high self-esteem and a good sense of self-worth
- Confident in their own abilities
- Able to recognise right and wrong, and have a moral compass
- Fit, healthy and active

In empowering children to be engaged, we seek to ensure that they:

- Have a sense of responsibility
- Show awareness of their community - locally, nationally & globally
- Are a participator in those communities
- Have awareness of and empathy with others
- Are willing and able to learn
- Develop strong social skills

In empowering children to be equipped for life, we seek to ensure they are:

- Numerate & Literate
- Ready for the changing technological age
- Positive in their outlook
- Prepared to broaden their horizons
- Committed, tenacious and resilient
- Adaptable, independent and good team players
- Effective communicators
- Polite, respectful and courteous

Our Safeguarding Commitment:

Lyppard Grange Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All staff and volunteers are subject to appropriate Disclosure, barring and vetting checks.

School Organisation

We always endeavour to provide the best pupil-adult ratio we can. We aim to have no more than 30 pupils per class.

All children are taught in single age classes with 2 classes per year group from EYFS through to Year 6.

At each point of transition, as children move from Foundation Stage to Year 1, from Year 1 to Year 2, from Year 2 to Year 3 etc. we take the opportunity to remix the children to ensure classes are balanced appropriately.

At aged eleven, children transfer to a range of high schools in the area. We work closely with our local high schools throughout each year but most closely for transition. Visits and introductory sessions are organised for the children and we assist in every way possible to ensure a smooth transition. We are continually working alongside our local high and primary schools, promoting both curricular and extra-curricular links.

Head Teachers, Senior Leadership Teams and Subject Leaders across the City also work in partnership seeking to provide the best for all the children in Worcester.

The School Day

Doors open for children at 8.45 am. The first school bell rings at 8.53am in readiness for a prompt start to the teaching day at 8.55am.

	EARLY YEARS FOUNDATION STAGE	Y1	Y2	LOWER KS2 Y3 and Y4	UPPER KS2 Y5 and Y6
Morning Session	8.55-12.00	08.55-12.15	8.55-12.30	8.55-12.30	8.55-12.45
Afternoon Session	13.00-15.30	13.15-15.30	13.30-15.30	13.15-15.30	13.30-15.30

Our gates to the site open at 8:35am but, in the interests of safety, we ask parents to ensure that children are supervised until the doors open at 8.45am. It is our expectation that children arrive at school before the 8:55am bell each day. Missing the start of the school day can be particularly unsettling for children as this is when teachers outline the day ahead.

At the end of the school day, we ask parents to be ready to collect children as soon as the bell rings at 3:30pm. If your child is being collected by someone else on any occasion, it is vital that you send a note or phone to inform us of these arrangements. We will not release your child unless we are in receipt of this information. Also, please contact us if you are unavoidably delayed.

Attendance

At the Villages Multi Academy Trust, our aim is to work with parents to ensure that all our pupils receive the most from their education and reach their full potential. Excellent attendance contributes significantly to children achieving better outcomes at school. At Lyppard Grange Primary School, the minimum expected attendance for all pupils is 97%. We do not authorise absences from school during term time for anything other than illness or religious observance (e.g. Eid - limited to a single day).

The example below illustrates the implications of absence from school and how absence can accumulate: *You might consider an attendance rate of 90% to be 'good enough'. However, 90% equates to a child having one morning or one afternoon away from school every week. Over the course of the academic year (190 days) this adds up to 19 days' absence - nearly four weeks away from school. Were this pattern to be consistent across a child's entire school career, from Reception to Year 6, the child would miss 28 weeks of school, more than half a calendar year, over two thirds of an academic year (38 weeks). For*

this reason, any child whose attendance falls below 90% is deemed to be a 'persistent absentee' and will be deemed a cause for concern.

The law requires parents to ensure that their child attends school regularly. The Government is clear that no child should miss school apart from in exceptional circumstances and schools must take steps to reduce absence to support children's attainment. On August 19th 2024 the Government introduced a single national threshold for when a penalty notice must be considered by all schools in England. This threshold is 10 sessions (usually equivalent to 5 school days) of unauthorised absence within a rolling 10 school week period. These sessions do not have to be consecutive and can be made up of a combination of any type of unauthorised absence. The period of 10 school weeks can span different terms or school years. School will be considering asking the Local Authority (LA) to issue a Fixed Penalty Notice (FPN) on every occasion the national threshold of unauthorised absence is met.

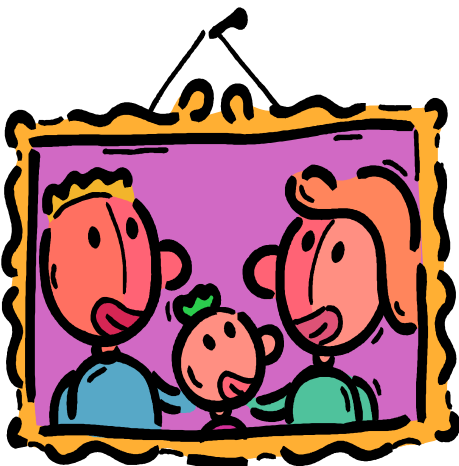
'Working Together to Improve School Attendance' advises all schools that they should only grant a leave of absence during term time in exceptional circumstances, considering each request on a case-by-case basis. If a leave of absence is granted, it is for the headteacher to determine the length of time the pupil can be away from school. Although we recognise the value and benefits of family holidays, it is highly unlikely a leave of absence will be granted for a family holiday as the Government 'does not consider a need or desire for a holiday or other absence for the purpose of leisure and recreation to be an exceptional circumstance.' Requests for occasional absences to pursue elite sporting activity or for examination purposes (ballet, musical instruments etc.) are considered on merit.

Please see the letter attached to the back of the brochure for further details.

If you require any support with ensuring your child's attendance at Lyppard Grange Primary School, please contact Amy Graver, Emotional Literacy Support Assistant, via the school office.

Pre-School Links & Transition Procedure

We work hard to ensure the transition for children starting our school in the Early Years Foundation Stage (Reception) is as smooth and successful as possible. We have developed our transition programme in collaboration with parents.



In the Summer Term preceding admission in September, parents of our new intake children are invited to an induction evening during which we provide the key information for those first days, weeks & months at school. We aim to visit all children in their pre-school settings prior to this meeting.

Following this the children are invited to four transition sessions - usually in July - so they can begin to get to know our school, staff and new classmates.

In September, all children make a part-time start. As well as easing the children gently into school life it provides us with the time for home visits. These visits, although not compulsory, have always been welcomed by the vast majority of parents.

During the Autumn Term and then again in the Spring Term, we provide a series of workshops to help parents to support their children's progress. Workshops are held in each year group as children progress through the school.

Events

School hosts additional events for children & parents throughout the year such as discos, film nights, charity days & other events. These are published at the start of every academic year.

Communication

We mostly communicate with parents via email, but sometimes use paper letters and text messages as well. As these may be issued at any time it is essential parents and carers check their email inbox and child's book-bag every day. Copies of letters sent home can also be found on the school website.

Website (www.lyppardgrange.worcs.sch.uk)

The school calendar is updated regularly, as are the class pages in the children's section, sharing news events and photographs. Most letters are available to download from the website and any other information relevant to parents is housed within the Parents' section of the website. The home page of the website also provides important information regarding emergency alerts or school closures if they arise.

Text Messaging Service

Parents are asked to provide a mobile number that can be used by school for the text messaging service. This service is used in cases of school closure due to adverse weather or emergencies where quick communication with parents is necessary. It may also be used from time to time to send other relevant messages to parents, e.g. keeping parents informed regarding children on educational visits. Text messages are often only sent to one person per household.

Emails

To minimise paper correspondence, we aim to send information to parents and carers by email. It is therefore essential that you provide school with an up-to-date email address. Currently all correspondence is sent via Arbor.

Parents Communication with School

Lyppard Grange Primary School is a welcoming place, where relationships between staff and visitors, especially parents and carers, demonstrates mutual respect and recognition of a shared responsibility for children's welfare and educational progress. Parental involvement is such an important factor in educational success and in dealing with emerging problems at an early stage and we wholeheartedly welcome parents and carers into our school. Our School Office staff are a useful source of advice and guidance and are happy to help you with your queries. School staff are available to receive short messages/updates each morning at the classroom doors. If you have a concern about your child or another school issue, parents should speak to the class teacher in the first instance. On rare occasions, the matter may need to be brought to the attention of the SENDCo (Special Educational Needs and Disabilities Coordinator), Mrs Claire Edwards, the Deputy Head Teacher, Mr Dave Groves, or the Head Teacher, Mrs Becky Thorp. For longer, more detailed discussions please contact the school office to make an appointment to meet with the relevant staff. It is, however, important to recognise that staff cannot always respond to emails, phone calls or meeting requests immediately. All staff, leaders and teaching staff, have demanding schedules and are usually fully timetabled to be working with children, but will get back to you within a reasonable timeframe when it is practical and safe for them to do so. We value your opinions and know that working in partnership ensures your child's ultimate success. School does not respond to social media postings; please come and talk to us directly.

'Courtesy Costs Nothing But Buys Everything'

On occasion, unfortunately, the way some concerns are raised by some parents is done so in an abusive or aggressive way towards staff members; we stress that this is the minority (and we thank the majority of parents who are always courteous and respectful). No member of staff should feel intimidated at any time, so we ask you to be respectful and courteous when discussing concerns with members of staff; we all want the best for your children and in our experience, approaching a problem calmly and politely results in a much swifter and more positive outcome. We all expect the children to show respect and we are all the role models to demonstrate this.

**Please be calm
Please be polite
We're all human.**

We all want the best for you and your child, but staff have the right to feel safe and secure whilst at work. Let's work together with courtesy to solve any problems you or your child may have.



Courtesy costs nothing but buys everything.

Emergency Alerts / School Closure

School is open to pupils 190 days per year. From time to time school may be forced to close due to unforeseen or unavoidable situations. In the event that we make the decision to close the school due to poor weather or other extreme circumstances we will inform Worcestershire County Council and local radio stations. We also post updates on the home page of the school website and send a text message alert to all parents that have requested this service.

Parents are urged to look at the school website, look at Worcestershire County Council's website (www.worcestershire.gov.uk) and check all emails received from Arbor for updates rather than calling school. Please do not telephone school.

Teaching and the Curriculum

Curriculum Planning

All children are entitled to a broad, balanced, exciting and engaging curriculum. The Early Years Foundation Stage Framework sets out the requirements for provision for children in Reception. The Current National Curriculum for 5-11 year olds came into effect from September 2014. We have long-term plans in place, which ensure that all aspects of the National Curriculum and much more besides are reflected in the learning experiences offered.

In all classes, much of the work is built around a planned theme, which will be the focus of their work for several weeks and incorporate several subject areas. This cross-curricular approach allows a more coherent and integrated system of teaching and learning to take place. However, there are some instances where certain aspects of a subject do not fall conveniently into a theme and these elements are taught discretely.

The National Curriculum Programmes of Study are organised into year group specific objectives. Themes are adapted and changed to reflect the interests and needs of different groups of children.

Our School Values

Perseverance Courage Adaptability Teamwork Independence Communication Curiosity



Our school's Learning Values underpin everything that we do each day. We believe that teaching our children to demonstrate these seven key values will empower them to be equipped for life when they leave our school. Across the school, lessons, activities and assemblies are planned around our Learning Values and we encourage and praise the children for displaying them in their daily lives.

Early Years Foundation Stage

The EYFS is based upon four key principles:

- A unique child - developing resilient, capable, confident and self-assured individuals.
- Positive relationships - supporting the children in becoming strong and independent.
- Enabling environments - where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- Learning and developing - an acknowledgement that children learn in different ways and at different rates

In practical terms this means that each day the children have a variety of activities to select from, ensuring a positive and confident start. A careful mixture of play and more formal forms of learning are organised throughout the day. There will be short spells of concentrated learning interspersed with times when the children will be able to select more freely from activities around the classroom.

All activities are structured to ensure that the children are actively engaged in their learning. These activities will range from: talking and listening times; art and craft; model making; shared writing; phonics work; early shared reading activities; maths activities; exploring and finding out experiences; PE; music; dance; Forest School; and social play. All these activities occur inside and out, whatever the weather.

We monitor your child's progress carefully ensuring that the right experiences are offered. Children need to progress at their own pace. In the first weeks, social development is of utmost importance. Educational research tells us that children who interact well with others and are sociable with children and adults make the best progress through their school careers. It is very important that we help all children to develop these vital skills.

English

At Lyppard Grange Primary School we strive to offer children a high-quality, English-rich learning environment, which will enable them to develop the skills they need to become life-long learners, readers and communicators. Every Key Stage 1 & 2 class has daily English lessons, linked to their theme, which cover reading and writing activities, phonics, grammar and punctuation, spelling and handwriting. Some of these skills are taught explicitly through standalone lessons, whilst others come within a longer sequence of learning. Each child is given regular verbal feedback to make them aware of their next steps, helping them make progress in this area.

Speaking and Listening

Effective communication is a key skill for life and the ability to speak and listen underpins language and social development. Language is at the very heart of learning and without the ability to use and understand appropriate vocabulary, children's development and thinking are hampered. It is therefore vital that they are encouraged to discuss as much as possible, both at home and at school, to allow opportunities to broaden their vocabulary. This will ensure they know when and how to use appropriate words and develop the confidence to talk in a whole range of situations.

In a world cluttered with noise and visual messages, it is also important that the children learn to listen carefully too. They need to pay attention to other people's opinions, follow instructions and extract meaning from stories they hear or messages given to them. We provide many varied opportunities for children to practise and improve these skills across the curriculum.

Reading

Reading is an essential skill and we want our children to leave our school being able to read fluently, with understanding, confidence and most importantly for the sheer joy of it! To enable them to become enthusiastic and critical readers, we aim to provide as much printed material as possible for children to explore, and incorporate reading for a range of purposes within classroom activities. We use a variety of teaching strategies, including phonics and whole class reading, to support progress in this area. We also place great importance on children selecting suitable books for themselves from our class libraries, including our '100 Books to Read Before You Leave Lyppard Grange'.

A great deal of research has looked at the development of successful readers and, alongside varied and wide-ranging teaching strategies, the support given at home is always found to be of paramount importance. We send reading material home from the outset and hope that you will help your child by giving up a little of your time and showing a genuine interest in what they are reading. Time spent sharing a book should be enjoyable for both parent and child; we offer guidance with helping your child to learn to read and once they are independent readers, advice on how to support them further.

When first joining the school in Early Years, children are taught to read on a one-to-one basis. Once they have mastered the basic decoding skills, they progress onto whole class reading, where children read together under the guidance of an adult. They also participate in a range of other reading activities across the week.

Phonics

We believe that phonics is at the heart of children becoming confident, independent, fluent readers and writers. Phonics is the system by which children are taught the sounds (phonemes) that make up our language and the symbols or combinations of symbols (graphemes) that are used to represent these sounds. They are also taught how to blend and segment graphemes in order to read and write words. Phonics sessions are delivered daily in Foundation Stage and Year 1 following a structured, progressive programme full of fun activities and games. We use Jolly Phonics to support our phonics teaching and learning. This is complemented by our reading scheme - Harper Collins Big Cats - which includes a range of texts to be both read in class and shared at home. These are closely matched to children's developing phonic knowledge and they will progress through the scheme as new sounds are introduced. When children reach Year 2 and move into KS2 they will continue to build on their strong phonic foundations, with regular Sounds and Syllables lessons to support their understanding of spelling.

Writing

It is essential that children have a sound understanding of how to write, in order to be able to communicate clearly, effectively and creatively. We want them to have a good command of the basic tools of language, including the use of capital letters, punctuation and the main grammatical features. We also want the children to experience the delights of writing for pleasure and sharing their work with others. Our thematic curriculum allows us to offer a rich and varied writing diet, producing work for a variety of audiences and purposes across a broad range of genres, using the 'Talk For Writing' approach.

In the early stages of school life, we aim to encourage confidence and a desire to write. We create opportunities both for imaginative free writing, as well as more formal tasks. For some children neat writing, careful presentation and accurate spellings develop naturally, but for others more input is needed to help them identify spelling patterns, learn rules and spend more time on handwriting practice. The correct formation of letters is very important if the children are to develop a good cursive style later on.

Mathematics

As with language and communication, being mathematically confident is crucial if children are to be successful learners now and in later life. Within mathematics we want children to have a positive attitude toward the subject. We therefore aspire to a set of principles and a belief that all pupils are capable of understanding and doing mathematics. We use a small steps 'Mastery' approach to our mathematics teaching, through the development of key foundations and building blocks. This helps the children to make rich connections between mathematical concepts such as number, place value, calculations, fractions, money, time, shape, space and measures. In line with this approach we aim, as far as possible, to use practices that keep the class working together on the same topic, so that all pupils master it and some gain greater depth of proficiency and understanding. Children use CPA (Concrete, Pictorial and Abstract) techniques to help them to deepen their understanding. We want children to not just be able to memorise key facts and procedures but to know 'why' (and 'why not') and to be able to use knowledge appropriately, flexibly and creatively so they can apply it in new and unfamiliar situations.



Science

In line with the National Curriculum, science is taught throughout the school. We use a range of materials to support the teaching and learning of science, including a large range of scientific equipment for the children to use. Our school science encourages children to participate in hands-on, investigative science where children are able to lead their own learning. The focus for lessons is around the 5 investigative skills, enabling children to explore, discover, question, analyse and draw conclusions. Through this approach, children have the opportunity to develop a breadth of scientific facts and knowledge. Some aspects of our science curriculum are enhanced by visits and visitors, for example, children may visit the National Space Centre or have a visit from the Animal Man, as well as resources from Kapow.

History

History is a fascinating subject which enables children to find out about the past as well as teaching them important skills which can be applied in a variety of different contexts. Through their primary school years, children are taught about a range of different periods of British history and will explore how British society and culture has changed through time and what impact this has had on their lives today. As well as this, children in Key Stage 2 also learn about Ancient Civilisations in other parts of the world and look at their impact on the wider world. Through our teaching of history, using Kapow to structure our sequences of learning, children gain a chronological understanding of British history, they explore different evidence to see how historical events can be interpreted in different ways, they look at a variety of primary and secondary sources, and develop their enquiry skills by asking questions about the past. They also learn how to find answers about the past through visits, visitors, artefacts, maps, pictures, reference books, stories and internet resources. By doing this we aim to bring history alive for all children.



Geography

Our Geography curriculum has been designed with the aim of inspiring in pupils a curiosity, fascination, awe and wonder about the world and the people that live in it, that will remain with them for the rest of their lives. We believe that the Geography curriculum is fundamental in broadening our pupils' experiences, their understanding of our world and giving them a broader knowledge that they can draw upon to help them achieve in other subjects and throughout their lives. Our aim is to equip children with information about the world around them. As their knowledge grows it helps to deepen their

understanding of diverse places, people, the interaction between physical and human processes, and of the formation of natural and human environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. We intend for our children to work as geographers by having real life experiences whilst they explore and enquire in an active and creative way. Enrichment opportunities, fieldwork and chances to apply learning are fundamental in broadening the children's life experiences. As the children progress through school, using Kapow to structure our learning sequences, they will study: Our local area, the United Kingdom, regions in North America, Africa and Asia, regions in European and non-European countries, mountains and volcanoes. They will identify and label continents and oceans of the world and will explore and use maps from the past and present, learning about compass points, grid references and the importance of protecting the environment. Whenever possible, we provide practical and appropriate experiences for the children, through visits, visitors, artefacts, maps, pictures, reference books, stories and video resources. These help the children to develop a real understanding of natural and human influences on the world. Developing children's understanding of how human-kind has, and does, interact with the world around them, locally, nationally or globally is crucial in helping them to understand their own place in the world.

Forest School

We believe that experiences with the natural world enhance the self-esteem, motivation and wellbeing of children. Forest School is an opportunity for children to experience the outdoors, whatever the weather, and to learn through the natural environment. At Forest School we promote teamwork and independence through real life experiences. These range from cooking over a fire, rope work, building shelters and even doing their own washing up. All children in EYFS have a Forest School experience every week. All children in Key Stage 1 have a Forest School session fortnightly. Children in Key Stage 2 have Forest School sessions integrated into ongoing curriculum provision.



Eco - Sustainability Education

We know that sustainability (and how to live and work sustainably) is a developing area of knowledge and skills. We want every child to take ownership of and responsibility for their classroom and school environment. Every year children are given the opportunity to apply to be their class representative on our ECO Committee. With half termly meetings, members identify ways of improving sustainability in school and then share these with their peers. From reducing energy bills by turning off lights when rooms are empty, collecting fruit peel and cores to create our own compost, recycling the paper we use and taking part in annual whole school community litter picks, all children and staff can be a part of making school more sustainable. Our Eco Committee have organised and run events to raise money for local charities such as Worcestershire Wildlife Trust and Canal and River Trust and also won bids to improve



sustainability at our school. Our work on sustainability promotes the school's learning values of communication, teamwork, curiosity, perseverance, adaptability and courage. Sustainability education is integrated into ongoing curriculum provision. We were very proud to be awarded the Eco-Schools Green Flag (with a Distinction) again in September 2024. We have also been awarded Bronze, Silver and Gold in Green Tree School Awards - run by the Woodland Trust - and are currently working on attaining the Platinum award.

Religious Education and World Views

The aim and intention of our Religious Education and World Views teaching at Lyppard Grange is to provide pupils with an understanding of religious beliefs and practises, including their own should they have one. This will enable them to make sense of these beliefs and practises so that they can see the influences of Christianity upon Western Culture and traditions in addition to the impact that other belief systems have upon the World. In line with the Locally Agreed Syllabus, the focus of the children's learning is based upon a range of themes designed to support their understanding of Christianity. In addition, they also learn about three other major World Religions - Islam, Hinduism and Judaism - as well as some non-religious beliefs. As well as lessons in school, we try to provide children with opportunities to visit places of worship, including local churches, mosques, synagogues and temples. Parents have the right to withdraw children from Religious Education and World Views lessons but we would ask that a discussion around the reasons for this is held first before any decisions are made.

Spiritual, Moral, Social and Cultural Values

At Lyppard Grange Primary School we recognise that the personal development of our pupils' spiritual, moral, social and cultural values (SMSC) plays a significant part in their ability to learn and achieve. We therefore aim to provide an education which offers pupils opportunities to develop their own values and beliefs, explore spiritual awareness and gain a greater appreciation of the diversity and richness of all cultures. SMSC is a dimension of the whole school experience which makes the curriculum relevant, stimulating, creative and fun. It enriches each subject and the ethos of Lyppard Grange and is an essential ingredient of school success.

Collective Worship



There are daily assemblies for the children which include an act of worship or reflection. This community aspect of school life is essential to the development of our whole school ethos. Again, parents have the right to withdraw children from the 'worship' elements of our assemblies. Assemblies are led by school staff and visiting speakers who support the ethos of the school. Currently we have whole school assemblies every Monday, Wednesday and Thursday, including a Singing Assembly, and once-weekly Key Stage Assemblies based around the school's weekly theme. On Fridays, parents are invited to join us for our Key Stage Congratulations Assemblies where we celebrate the children's successes.

Personal, Social, Health & Citizenship Education

(Including Drugs, Relationships, Sex and Health Education)

At Lyppard Grange Primary School, we teach Personal, Social, Health and Citizenship Education (PSHCE) as a whole-school approach to underpin children's development as people. The Jigsaw Programme that we have chosen to use offers us a comprehensive, carefully planned Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be found on the school website.

PSHCE is integral to all aspects of school life. Keeping safe and healthy are inextricably linked to many parts of the curriculum as well as events and situations which inevitably arise in everyday living. Children are encouraged to take responsibility for themselves in a range of ways and to become self-aware and equipped to lead a happy and healthy lifestyle. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We organise classes in such a way that children are able to participate in discussions to resolve conflicts or set agreed classroom rules of behaviour. We encourage the children to take part in a range of practical activities that promote active citizenship e.g. charity fund-raising, the planning of school special events or involvement in an activity to help other individuals or groups less fortunate than themselves.

Our Relationships, Sex and Health Education programme is taught within PSHCE lessons. The aim is to provide knowledge and understanding of how the human body changes during puberty and the processes of human reproduction within the contexts of relationships based on love and respect. At all stages the content is appropriate to the age of the children and is delivered with sensitivity.

British Values

Our school also has a commitment to promote British values. Running through our curriculum there are opportunities for children to know and develop their understanding of the importance of democracy; the rule of law; individual liberty and mutual respect and tolerance of those with different faiths and beliefs, and for those without faith.

Modern Foreign Languages - Spanish

Children in Key Stage 2 (Years 3 to 6) learn Spanish. This is done through learning basic everyday phrases and common nouns, playing games and singing songs. This forms a useful platform for future foreign language acquisition at Key Stage 3 and beyond.

Art



Art is the use of media to organise our ideas, experiences and feelings in a visual form. It also offers children the opportunity to learn about the visual world and how other artists have interpreted it through history, and to gain an understanding and an appreciation of the methods and motives of people and other cultures and times. Art is also a means by which children can express and explore their emotions, thus enabling us to support and enhance their wellbeing and mental health. Over the primary years', using Kapow to structure the sequences of learning, children will learn how to handle a wide range of tools and materials skilfully, including drawing, painting, printing and mixed media, sculpture and ceramics, and a range of craft and

design techniques. Each year the children are taught techniques in each medium, which they then apply to their independent or collaborative work where individuality and creativity is encouraged, and they can express their own ideas and feelings, respond to their experiences, explore their environment and develop their imagination.

Design Technology

Design Technology is an exciting subject which enables children to become creative thinkers, innovators and problem solvers. Children are given the opportunity to design and make their own brand new items as well as investigating existing products. The 'Design and Make' tasks allow children to develop new skills and techniques, working with a variety of materials including textiles, food, technical components and modelling materials.



Music

We endeavour to develop children's appreciation of and ability to make music. In music lessons children experience music and music making in a range of ways and in assemblies they learn about a variety of past and present composers and musicians. In addition to music lessons, which are supported by Kapow, the older children also have the opportunity to learn to play a selection of instruments through the services of peripatetic music teachers. Early Years Foundation Stage children have a selection of instruments perfect for little hands to explore music.

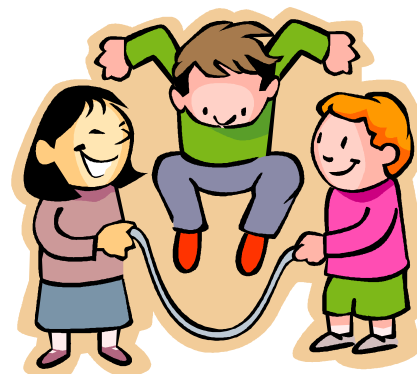


All children are offered a range of musical experiences throughout their time at the school. These may include musical instrument tuition, joining a choir or orchestra, or performing at a concert arena in a massed schools' choir such as Young Voices.

Physical Education

Every child can expect at least 2 hours of quality P.E. each week. Across the year, children will participate in a range of different sporting activities including fundamental movement skills sessions, gymnastics, dance, orienteering/outdoor adventurous education, athletics and swimming (Years 3, 4 and 5). Key Stage 2 children also participate in sport-specific lessons based on learning skills within a range of different sports. We use 'Get Set 4 P.E.' as our scheme of work.

As well as challenging themselves in school, children are able to participate in a wide range of extra-curricular activity as well as a programme of inter-school competitions such as cross country, inclusion events, and sports events such as rugby, cricket, hockey and football tournaments. We are also part of an Upper Key Stage 2 netball and football league with other local schools. Children also have the chance to participate in dance, with opportunities to perform to audiences in different locations.



We use our School P.E. and Sports Funding to promote P.E. and School Sport in a range of ways including professional coaching, purchasing high quality equipment and participation in festivals and tournaments.

Computing

Children have access to an extensive network of computers and other learning technologies. We have sets of laptops that can be used by whole classes or in small groups. Internet access, as an educational resource (strictly monitored and controlled) is available and all children from Key Stage One upwards have their own email address. Children learn to use a word processor, paint programmes, data handling packages, simulations programs, programming skills and control. We also have a range of Lego equipment that can be built and programmed, as well as microbits. The children may also access curriculum resources through the school website. Each pupil and member of staff is provided with a username and password which enables the children to log on to all services from school or at home where they can access online learning content such as Teams, Espresso and Purple Mash. All classrooms are equipped with interactive whiteboards. The use of computers is carefully monitored and the school has a working On-line Acceptable Use Policy which children and adults are required to comply with.

E-Safety

The internet is an integral part of children's lives today and opens up many educational and social opportunities, giving them access to, quite literally, a world of information and experience. We take e-safety very seriously and, in line with current e-safety guidelines, we use monitoring software on all school machines to help keep pupils and staff safe when using our computers and the internet. An active Acceptable Use Policy is also in operation, requiring acknowledgment each time a user logs on to the equipment in school before access is granted. We have a dedicated e-safety section on the school website to provide information on how to keep your children and yourselves safer online. You will also receive monthly e-safety newsletters keeping you updated with current trends and tips for keeping children safe when online outside of school.

Extra-Curricular Activities



We offer an extensive range of after school clubs and additional activities for the children across the school. The nature and variety depends on the time of year and the interests of the staff and parent helpers. In addition we also offer clubs run by approved coaches from outside agencies, such as AJB Sports in Education, Worcester Women's Football Club, and Education in Focus (photography).

Recently clubs offered have included dance, drama, computing, board games, school choirs, orchestra, tag rugby, netball, football, rounders, athletics, multi-skills activities, parachute games, book clubs, sign language for beginners, hama-beads, sewing, and a range of other art & craft activities.

After-school clubs are offered to children in our Reception classes from the Spring Term. Minimal charges are made for all after school clubs.

Educational Visits

We seek to enhance and enrich the curriculum by incorporating educational visits to a range of locations linked to the themes children are studying. Recently children have made visits to Cotswold Wildlife Park, Cotswold Farm Park, Warwick Castle, Birmingham Botanical Gardens, The Roman Baths, Westonbirt Arboretum, Harry Potter Studio Tour and the National Space Centre amongst many others.

In addition to these regular school visits provided throughout the academic year, we also offer two residential visits to our Key Stage 2 children during their time at our school. Year 4 have the opportunity to visit The Pioneer Centre, an outdoor education centre in Cleobury Mortimer, for three days - two nights. Year 6 have the opportunity to visit London. The visit is a three day - two night sightseeing educational visit. These visits take place every year and are open to all children in the year group.

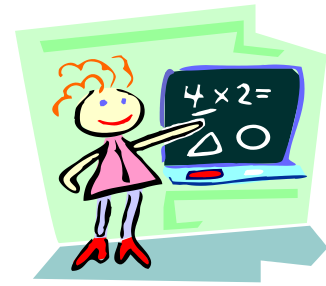
These visits are only possible if parents/carers meet the cost through 'voluntary' contributions. In the event that insufficient contributions are received such visits do not go ahead. We are able to support the cost of visits for children who are eligible for Pupil Premium Funding.

Homework

Soon after starting school, reading material will be sent home on a regular basis. A reading journal will be provided for teachers and parents to communicate with each other about your child's progress in reading.

Creating a 'quiet' time each evening is just as important in the early years as it is when the children transfer to high school later on. Try to find a mutually convenient time each day when distractions such as the television can be avoided. Children benefit both educationally and emotionally from these occasions.

Children are expected to do about 20 minutes of homework each night. This includes 10 minutes of reading and 10 minutes of mental maths, for example, practising their KIRFs (Key Instant Recall Facts) or times tables, depending on your child's age and stage. In Year 6 we expect the children to spend about 30 minutes on homework every evening including the above plus completion of set activities from their CGP workbooks.



Assessment, Recording and Reporting

All teachers carry out careful assessments of each child's progress. This may involve classroom observations of individual or group activities, pieces of work or specific assessment tasks or tests. These are recorded and help teachers to plan the next stages in each child's learning. Over a period of time these assessments help to build up a picture of each child's progress.



In EYFS we create an electronic Learning Journey to record and assess children's progress in their first year at our school. During the first few weeks of school, teachers complete initial assessments to form a baseline level. This includes taking the National Baseline assessment, which is a statutory online assessment all children have to complete, alongside the teacher's internal observations. Observations of children working day-to-day are then used to complete final assessments at the end of the year.

From Year 1 to Year 6 teachers are continuously assessing children's understanding, knowledge and skills against the National Curriculum objectives through questioning, observation and reviewing children's work. Teachers keep detailed records of children's progress, most especially in reading, writing and mathematics. These are discussed with Senior Leaders during our regular Pupil Progress Meetings.

In Year 6 children are required to undertake the National Standard Assessments Tests (SATs) in reading, writing and maths. In June of Year 1 children also complete a phonics screening test and children in Year 4 take a national multiplication check online. Children are prepared appropriately to enable them to do their very best in these tests. The results of these tests are shared with parents.

Every year, in both the Autumn Term and Spring Term, parents are invited to meet teachers to discuss their child's progress and next steps. At the end of the Summer Term a written report is sent home for each child, which summarises and comments upon the assessments and progress made throughout the year. Parents have the opportunity to discuss these reports with their child's class teacher should they wish to do so.

Access and Inclusion

Access and inclusion provision ensures that all children, no matter what their gender, race, nationality, ability, disability or family circumstances, have access to a broad and balanced curriculum that meets their individual needs. At Lyppard Grange Primary School this provision falls under three main areas: Special Educational Needs and Disabilities (SEND); English as an Additional Language (EAL) and More Able, Gifted and Talented (MAGaT).

English as an Additional Language

We aim to enable all children to have access to the full curriculum so the classroom environment is such that there are many visual as well as oral cues for the children. Children whose first language is not English are catered for on an individual basis with additional support, monitoring, and resources provided where necessary.

Special Educational Needs and Disabilities

Children who have Special Educational Needs and/or Disabilities (SEND) are those who need something in addition to or different from that which is normally available to other pupils of the same age. A pupil with SEND has a need, be it physical, emotional, social or connected with their ability to understand, which impacts upon their ability to learn as effectively as their peers.

The current SEND code of practice was introduced nationally on 1st September 2014. Any child who is identified as having an SEND (see definition above) will either be supported by the school at **SEN Support** (SENS) or if their needs are significant and it is felt that specialist support is needed beyond that ordinarily available within school, an application for an **Education Health and Care Plan** (EHCP) can be made. Children who are working within either of these stages are included on the SEND Register, which is held in school to monitor the provision made and ensure that every child is receiving the support that they require. For provision within school to be the most successful early intervention is key, therefore we work hard to identify all children who may have a SEND as early as possible and as quickly as thoroughness allows. This process includes assessment, target setting, planning and mapping of provision, regular monitoring and review. The views of parents are vital to this process so regular consultations are held to share information and monitor progress. Further information about the School's provision for children with SEND can be found in the 'SEND Information Report' which can be accessed through a link within the 'Useful Information' section of our website.

More Able Gifted and Talented

At Lyppard Grange Primary school we believe that 'gifted' learners are those who have abilities that are significantly above those of the majority of their peers in one or more academic subject, such as Maths or English. 'Talented' learners are those who have particular abilities, again significantly above those of the majority of their peers, in areas such as sport, music, design, art and the performing arts.

We provide a stimulating curriculum and have high expectations of all children, offering work within class that provides extension and extra challenge. However there are times when we also provide additional activities, including extra-curricular opportunities to ensure that our provision meets the needs of all of our learners.

Other Key Information

Medical and Illness

Our policy for administering medicines is to not administer short-term prescribed medicines to pupils, but parents are, of course, more than welcome to come up to the school at the prescribed time to administer the medicine themselves. Under no circumstances should children have any medicines, creams, tablets etc, on their person or in their school bag. In case of emergency, e.g. for medicines provided for emergency treatment such as reliever inhalers for asthmatic pupils, glucose tablets for diabetic pupils or auto-injector pens (epi-pens) for the treatment of anaphylactic shock etc, we will of course play our part. It is imperative that parents ensure that all long-term prescribed medication is in date as we are unable to administer out of date medication or give them someone else's medication. Occasionally, circumstances mean this policy does not meet the need of a child; parents who find themselves in this predicament should contact school to discuss possible alternative plans.

Unfortunately, an increasing number of children seem to be suffering from asthma and allergies and we appreciate that they must have their medication readily at hand. We ask parents to provide us with as much information as possible about any conditions which affect the well-being of your child and to provide us with a set of medication that can be kept in school at all times and taken out on any visits that your child is taking part in. You will be provided with a short form to complete that will be stored with your child's medication. Where appropriate, school will work with parents to write a Medical Care Plan which is shared with the necessary school staff. It is imperative that up-to-date information is shared with school.

We work very closely with our school health nurse. We can arrange for them to contact parents upon request if you wish to discuss any concerns you may have about your child's health. We also have regular visits from the audiometric and ophthalmic nurses to check children's hearing and sight.

If a child is unwell parents are required to either message school via Arbor or to telephone school as early as possible on the first day of absence, leaving a message if there is no response. Please leave your child's full name, your name and relationship to the child, the reason for their absence and when they are expected to return. When children suffer from sickness and diarrhoea, Public Health England recommends children be kept away from school until 48 hours have elapsed from the last episode of diarrhoea or vomiting.

We have a number of staff in school who hold a current First Aid Certificate.

Positive Behaviour and Relationships

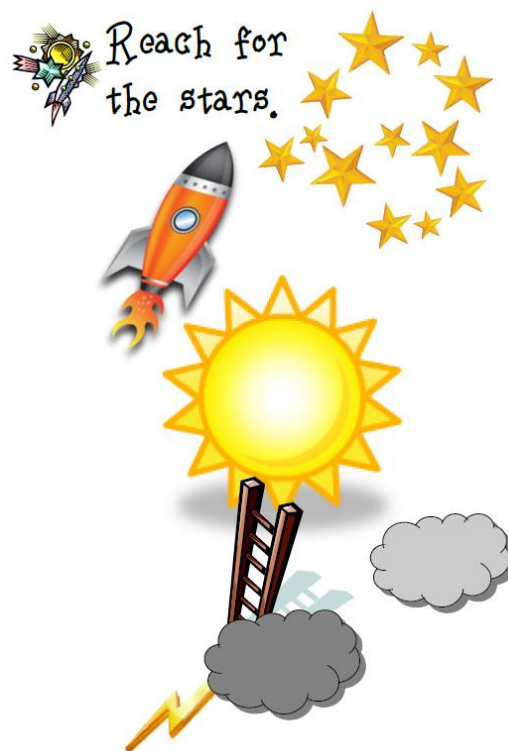
Positive relationships are at the heart of our approach to behaviour at Lyppard Grange Primary School but also that a consistent approach of reward and action is vital. This can only be achieved if we have a clearly formulated policy which is shared with everyone who is connected with the school - senior leaders, teachers, teaching assistants, lunchtime supervisors, administrative staff, premises staff, children, parent/carer(s), governors, volunteers and visitors. Our school has adopted a trauma-informed approach whereby we try to understand the source of the behaviour and to support the child to understand their emotions and responses. We also believe that part of this learning needs to include there being consequences to their actions. We also acknowledge that, just as children have differentiated learning needs, they also have differing emotional and behavioural needs, and there will be those for whom an individualised system will be required.

We have high expectations of children's behaviour - our mantra being "Be firm in our expectations; be gentle on the child." We believe that establishing and insisting on good behaviour is the shared responsibility of parents and school. Children need to feel good about themselves and this self-respect is the essential foundation of regard and respect for others. We believe that everyone in school has the right to be treated with courtesy and consideration. Good relations are vital to the successful working of the school and we believe young people respond well to high expectations and praise. Therefore we have a range of systems in place for rewarding good behaviour.

We recognise that problems are normal, where young people are learning and testing the boundaries of acceptable behaviour. Our success as a school is tested, not by the absence of problems but by early intervention and the way in which problems are dealt with. Again, we have a series of consequences in place for poor behaviour. A copy of our behaviour policy can be found on our website.

Minor problems are a natural part of growing up and we support children in learning to deal with these themselves. However, we rely on children's and parents' ability to discriminate between the trivial and the more serious occurrence. We are a 'talking' school and when anyone experiences or witnesses serious antisocial behaviour, which might include physical, emotional or verbal harm, we expect them to tell us. Our mantra is 'there is nothing so bad that it cannot be talked about'. Situations such as these are not improved by delay. A copy of our Anti-Bullying Policy is available on our website.

If persistent difficulties should arise, the school works with parents to resolve the problem. If the problem persists, even after these procedures have been followed, then help might be sought from the School Health Nurse, Special Education Support, Educational Psychologists and other specialist colleagues and agencies.



Safeguarding

The safeguarding and welfare of children in our school is paramount. All our staff are subject to enhanced Disclosure and Barring Service (DBS) checks and extensive pre-employment checks are also carried out. Whole school staff safeguarding training takes place at least annually and is reviewed and updated regularly throughout the year. We liaise closely with many outside agencies to ensure that our children and their families have a full range of support and input where needed. Currently our Safeguarding Team comprises the Head Teacher, Deputy Head Teacher, Special Educational Needs and Disabilities Coordinator, Emotional Literacy Support Assistant, 'The Den' Wrap-Around Care Manager and a named Governor with responsibility for safeguarding:

Mr Dave Groves (Designated Safeguarding Lead (DSL))
Mrs Becky Thorp (Deputy DSL)
Mrs Claire Edwards (Deputy DSL)
Miss Amy Graver (Deputy DSL)
Mrs Kerry McClusky (Deputy DSL)
Mr Lee Houghton (Governor with Responsibility for Safeguarding)

If you have concerns about the welfare or safety of a child we urge you to share your concern with one of our safeguarding team. Alternatively, help and advice can be found via The Family Front Door on 01905 822666.

Health and Safety

The staff and governors make regular inspections of the premises to ensure the school environment is as safe as possible. Compliance checks and risk assessments are completed as appropriate.

Getting to and from school

Parents are encouraged to walk their children to school. Children are also encouraged to scoot or cycle. We have storage for bikes and scooters on site but these are left at your own risk and locks need to be provided by parents; we ask that all wheeled vehicles are dismounted and pushed once you are inside our front school gates for the safety of others. At the beginning and end of the day we request that parents who drop and collect their children by car, be mindful of children when approaching or leaving the local area, be considerate of pedestrians, other road users and our neighbours, and do not park on double yellow lines or zigzags. Parents should not drive down the slip road to school and drop children off at the main entrance as this is an unnecessary danger to other children who cross the access road. Parents are not permitted to use the staff car park at any time of the day. The main school vehicular gates are closed to all vehicles for safety between 8.30am and 9.15am and between 3.15pm and 3.45pm, and open only for staff access, coaches and deliveries between 7:15am and 6:15pm (or later if school events are taking place). Should exceptional circumstances arise that require you to access the school site by vehicle, such as a disability requirement, please contact the school office as this needs to be agreed in advance by a member of the senior leadership team. The school site is regularly visited by parking enforcement to ensure the Highway Code is being followed and Blue Badges used in accordance with the law.

Healthier Living and Learning

We are a Healthy School which means we promote healthy lifestyles. Hot lunches are available 5 days per week and are provided by Aspens. We offer universal free school meals to all children in Early Years, Year 1 and Year 2. Fruit is available for all Early Years, Year 1 and Year 2 children daily but all children are also welcome to bring a healthy snack to eat during their mid-morning break. In addition to this we ask that every child bring a refillable sports bottle of water to school daily. They have access to this throughout the day. Milk is also available by order for children in Early Years, Year 1 and Year 2. This is free until the day before their 5th birthday.



Please note, as we have a number of children and staff with severe allergies, we do not permit kiwi fruit or nuts, or nut-based snacks, in school; this includes peanut butter and nut-based chocolate spreads. Thank you for your cooperation.



School Uniform

Our school values school uniform highly. We believe that wearing a school uniform engenders a sense of belonging and identity, and it puts children into a working frame of mind at the beginning of each school day. We expect every child to wear the basic school colours, as follows:-

	GIRLS	BOYS
Winter	<ul style="list-style-type: none"> Yellow polo shirt - school logo is optional (available from Monkhouse) Green jumper or cardigan - school logo is optional (available from Monkhouse) Green pinafore dress or skirt; or grey trousers Green tights or socks Sensible black shoes (no boots, trainers or heeled shoes) 	<ul style="list-style-type: none"> Yellow polo shirt - school logo is optional (available from Monkhouse) Green jumper or cardigan - school logo is optional (available from Monkhouse) Grey trousers Grey socks Sensible black shoes (no boots or trainers)
Summer (optional)	<ul style="list-style-type: none"> Summer green striped/checked summer dress; or grey shorts White socks Sensible sandals (not open-toed) No trainers 	<ul style="list-style-type: none"> Grey shorts Sensible sandals (not open-toed) No trainers
PE	<ul style="list-style-type: none"> Black shorts, white T-shirt, black plimsolls (not black soles please) Black tracksuit Trainers for outdoor use Drawstring PE Bag (any colour) 	<ul style="list-style-type: none"> Black shorts, white T-shirt, black plimsolls (not black soles please) Black tracksuit Trainers for outdoor use Drawstring PE Bag (any colour)
Art	<ul style="list-style-type: none"> All children in Year 2 upwards will need a painting overall or old shirt to protect their clothing. 	
Swimming	Years 3, 4 and 5 only <ul style="list-style-type: none"> One piece swimming costume & hat Towel 	Years 3, 4 and 5 only <ul style="list-style-type: none"> Swimming trunks (not surf shorts) Towel
Outerwear	<ul style="list-style-type: none"> All children must have a coat, suitable for the season, in school at all times. All children must have a sun hat/cap during the summer months. 	
Additional optional logo-ed items	<ul style="list-style-type: none"> Reversible Waterproof Jacket - Bottle green, full zip with school logo - available from Monkhouse. Baseball Caps/Legionnaire Hats (for sun protection) - available from the school office. PE bags - available from the school office. Replacement Book bags - available from the school office. EYFS children and children who are new to the school will be provided with a book bag free of charge so please do not buy one at the start of EYFS; this will be given to you by the class teacher during the home visit. 	
Forest School Kit		
During Forest School sessions children must wear long sleeves and long trousers to protect them from sunburn, sparks from the fire and scratches etc. We advise your child to wear old clothes so that they can get dirty. All clothes and footwear should be clearly named.		
Winter	Your child will need to wear 2 or 3 pairs of socks, double layers on both the top and bottom, a waterproof coat and trousers, gloves, hats and wellington boots. For safety, no scarves can be worn as they may get tangled in trees.	
Spring / Summer	Depending on the weather your child may not need to wear their waterproofs every week so old clothes are essential. Please ensure your child is provided with a long-sleeved top, long trousers, a sun hat and wellington boots.	

Logo-ed uniform items are available from Monkhouse School Wear Specialist, 14-16 Pump Street, Cathedral Square, Worcester, WR1 2QY - <https://www.monkhouse.com/>

Nearly New School Uniform

We usually have a good selection of free, nearly-new items of school uniform which children have outgrown. Please ask at the school office.

Lost Property



Please make sure that every item of clothing is clearly marked with your child's name, even vests, pants and socks - especially important when we go swimming! Lost property is always a problem and can prove very expensive. Like you, we encourage the children to look after their own belongings but things go astray from time to time. Most lost items will either be found in the cloakrooms or classroom drawers.

Hair and Jewellery

Hair should be in a style which is smart, safe and suitable for school. Long hair for both girls and boys must be tied back with appropriate bobbles or hair bands.



Jewellery is not suitable for school. Children who have pierced ears are permitted to wear a single set of studs. Multiple earrings, hoops or earrings that dangle are not permitted. Earrings need to be removed or taped during PE sessions and swimming. To ease this, we suggest that parents book ear piercing appointments for early in the summer holidays so that earrings can be removed for PE/swimming when school starts in September. Children are not permitted to wear nail varnish or make-up. Children may wear a simple watch, however smart watches are only permitted in Years 5 and 6 with written parental consent.

Personal Belongings

Please do not allow your child to bring valuable or treasured items into school as these can easily be lost or damaged. Toys are not permitted in school unless specifically requested/approved by class teachers. We understand that children in Years 5 and 6 who walk to and from school unsupervised may bring a mobile phone/smart watch to school. These must be turned off at the school gates and handed directly to the teacher at the start of the school day. They will be returned at the end of the child's day in school, and can be turned on as the child reaches the main site gates.

Charging

The Governing Body support school charging parents a 'voluntary' payment to cover costs of visits - this is to cover costs only e.g. museum/theatre entrance and travel costs. We make no profit whatsoever and often have to subsidise visits out of our already stretched school budget. If insufficient funds are gathered from parents it may be necessary to cancel visits. If parents do have financial difficulties, an appointment to discuss, in confidence, their personal situation should be made with the Head Teacher.

Pupil Premium

Your child may be eligible for extra pupil premium funding if you or your partner claim certain benefits such as Income Support/Job Seekers (Income based) or Universal Credit etc. This extra funding is designed to raise the attainment of pupils and is used by school in a range of ways to support pupils. It can be used to help with the costs of visits and other payable activities/services offered by school. If you think you may qualify please go to:

<https://www.worcestershire.gov.uk/council-services/childrens-services/schools-education-and-learning/free-school-meals>

Admissions Procedure

EARLY YEARS FOUNDATION STAGE (EYFS) ADMISSIONS

All applications are to be completed online at www.worcestershire.gov.uk/schooladmissions. The deadline date can be found in the 'VMAT LGPS Admissions & Appeals Timetable' on our school website, or from the School Admissions website referred to in the previous link. After the deadline date, all notifications of school places will be coordinated by Worcestershire County Council's Pupil Admissions Department.

All **appeals** to EYFS notifications of places must be made in **writing** directly to our school no later than 20 school days from the school offer notification date. Appeals should be sent to:

The School Admissions Officer, The Lyppard Grange Primary School, Ankerage Green, Worcester, WR4 0DZ or by email to: office@lyppardgrange.worcs.sch.uk

IN-YEAR (Years 1-6) Transfers

As from 1st June 2020, all applications must be made to schooladmissions@worcschildrenfirst.org.uk

Policy Documents

A range of policy documents and our privacy notice are available on our website

www.lyppardgrange.worcs.sch.uk. Please contact our school office if you require any of these in a printed format.

Complaints Procedure

The school operates an 'open door' policy and works hard to uphold strong lines of communication with parents. Should any parent have worries or concerns about their child or the provision the school is making then the first step is to have a proper discussion with the class teacher to clarify the situation.

On rare occasions that the class teacher cannot resolve a concern, the matter may need to be brought to the attention of the Special Educational Needs and Disabilities Coordinator, Mrs Claire Edwards, the Deputy Head Teacher, Mr Dave Groves or the Head Teacher, Mrs Becky Thorp.

We try to develop good, honest and mutually respectful relationships with everyone connected with the school but are required to set before parents the ultimate route a complaint should take if these first points of contact are unsatisfactory. In the very rare situation that the issue is still not resolved, parents are advised to take up their concerns with the Governing Body. A copy of the Complaints Policy & Procedures is available on our website.

The Governing Body

School governors provide strategic leadership and accountability in schools. Governors appoint the Head Teacher and Deputy Head Teacher. Although our Trust Board holds the main responsibility for finance in school, it is governors who work with the Head Teacher to make the tough decisions about balancing resources. Each individual governor is a member of a governing board, which is established in law as a corporate body. Individual governors may not act independently of the rest of the governing board; decisions are the joint responsibility of the Governing Body.

The role of the Governing Body is a strategic one, its key functions are to:

- set the aims and objectives for the school;
- set the policies for achieving those aims and objectives;
- set the targets for achieving those aims and objectives;
- monitor and evaluate the progress the school is making towards achievement of its aims and objectives;
- be a source of challenge and support to the Head Teacher (a critical friend).

The Head Teacher is responsible for the internal organisation, management and control of the school and the implementation of the strategic framework established by the Governing Body.

We currently have 9 governors. Of these, three are parent governors elected by parents at the school. There are four co-opted governors who bring specific skills and experience. We have one staff governor elected by the staff team. The Head Teacher is also a governor. The term of office for elected and co-opted governors is four years. All governors can be contacted via the School Office.

The Villages' Multi-Academy Trust

Lyppard Grange Primary School is an academy school within The Villages' Multi-Academy Trust which was created in 2017. The Trust was established initially by governors of Lyppard Grange with the express aim of securing high quality education for all pupils within schools in the Trust. The Trust shares the school's mission statement of Empowering Children to be Secure, Engaged and Equipped for Life. A second school joined The Villages' Trust in 2018.

Like all Academy Trusts, The Villages' Multi-Academy Trust has a clear governance structure. The Trust has three Members, the members are akin to the shareholders of a company. They have ultimate control over the Academy Trust, with the ability to appoint some of the Trustees and the right to amend the Trust's Articles of Association.

There are ten Trustees of The Villages' Multi-Academy Trust, including Ms Sian Williams, CEO. The Trustees are responsible for three core governance functions - setting the direction, holding the Head Teachers to account, and ensuring financial probity. As Charity Trustees, they must also ensure that they are complying with charity law requirements. Academy Trusts are charitable companies and the Trustees are Company Directors and must comply with company law requirements. All members and trustees can be contacted via the School Office.

The Building and the Facilities

We have the advantage of a modern, purpose-built school providing airy classrooms, practical work spaces, quiet breakout spaces, a hall fully equipped with modern PE apparatus, and attractive administration areas.

During the academic years of 2013/2014 and 2014/2015, the school completed extensive building developments and an attractive, purpose built, four classroom block now hosts our Year 5 and 6 classes. In addition, our hall was extended enabling us to accommodate all of the children in whole school assemblies and to welcome parents to wider school events. We also remodelled and refurbished our admin and staffroom facilities. The associated re-landscaping ensured that our school continued to offer an attractive and inviting outdoor environment too. There is a hard play area at the rear of the school, which also houses a fenced multi-use games area (MUGA) as well as a grassed field for games and sports. This was redeveloped in 2021 to incorporate a tranquil garden area, 'Olivia's Garden', an aviary, storytelling areas and an ECO gardening area complete with bug hotels. Both Early Years and Year 1 have outdoor classrooms so that there is continuous provision for outdoor learning and, together with our adventure play trail and forest school facilities, the outdoor environment offers rich learning opportunities. The flowerbeds around the school have been planted with shrubs and bulbs to create a pleasant environment. We encourage the children and all other users of the school to respect and care for our learning environment.

Dogs



Dogs are not permitted on the school grounds even if they are being carried. Please avoid tying dogs to the school gates and fences whilst collecting/dropping children off. A number of children are fearful of dogs and having to walk past dogs, however calm and peaceful they appear, can be distressing for them. Thank you.

Smoking



We are a non-smoking school and ask that you refrain from smoking on the school site, both indoors and outside. This includes the use of e-cigarettes. Thank you.

Term Dates 2025/26

SUMMER TERM 2025

Start of Term	Monday 28 th April 2025
May Day - School Closed	Monday 5 th May 2025
Half Term	Monday 26 th May - Friday 30 th May 2025
Teacher Training Day - School Closed	Monday 2 nd June 2025
End of Term	Friday 18 th July 2025
Teacher Training Day - School Closed	Monday 21 st July 2025

AUTUMN TERM 2025

Teacher Training Day - School Closed	Monday 1 st September 2025
Teacher Training Day - School Closed	Tuesday 2 nd September 2025
Start of Term	Wednesday 3 rd September 2025
Half Term	Monday 27 th October - Friday 31 st October 2025
End of Term	Friday 19 th December 2025

SPRING TERM 2026

Teacher Training Day - School Closed	Monday 5 th January 2026
Start of Term	Tuesday 6 th January 2026
Half Term	Monday 16 th February - Friday 20 th February 2026
End of Term	Friday 27 th March 2026

SUMMER TERM 2026

Start of Term	Monday 13 th April 2026
May Day - School Closed	Monday 4 th May 2026
Half Term	Monday 25 th May - Friday 29 th May 2026
Teacher Training Day - School Closed	Monday 1 st June 2026
End of Term	Friday 17 th July 2026
Teacher Training Day - School Closed	Monday 20 th July 2026

HOME-SCHOOL AGREEMENT

All Schools are required to have a Home-School Agreement in place. It is intended to provide a framework for developing a strong partnership by setting out the roles of the school, parents and children, as we work in partnership to 'Empower children to be Secure, Engaged and Equipped for Life.'

Staff and Governors will endeavour to:	Child - I will do my best to:	Parents and Carers - I shall try to:
<ul style="list-style-type: none"> • care for your child's safety and happiness; • provide a stimulating environment, where your child can become an independent, cooperative, confident and reflective learner; • foster in your child a caring, thoughtful nature leading her/him to become a responsible member of the school and the wider community; • meet the individual needs of your child and ensure that he/she has equal opportunities in all aspects of school life; • secure high standards of achievement across a broad and balanced curriculum; • encourage parents to be involved in the life and work of the school by providing information and opportunities for greater communication; • ensure that children's work is available at agreed times; • contact parents, in the early stages, if there are problems regarding work and/or behaviour; • provide regular opportunities for consultation and listen and respond to parents' views; • respect confidentiality; • be open and welcoming. 	<ul style="list-style-type: none"> • do all my class-work and homework as well as I can; • always wear my school uniform and be tidy in appearance; • be polite, considerate and help other children and adults in school; • keep the school free from litter and care for the environment; • take care of school equipment and the building and grounds; • make sure that letters from school or home arrive safely; • make sure I have my PE kit in school and anything else I need for my lessons and clubs; • keep the agreed class rules displayed in my classroom and behave well at all times; • look after my friends and I will tell someone if I see any bullying; • arrive on time for school each day; • leave my toys and possessions at home. 	<ul style="list-style-type: none"> • ensure that my child attends school regularly and do my utmost to avoid taking holidays in term time; • deliver my child to school on time at the beginning of the school day and collect promptly; • contact the school at the earliest opportunity to inform of any absence; • encourage in my child a positive attitude towards school; • work with the school and promote and encourage good manners and social skills; • support the school in dealing with difficulties which occur on school premises; • attend parents' evenings and discussions about my child's progress; • support my child with his/her homework and other opportunities for learning at home; • make the school aware of any concerns or problems that might affect my child's work or behaviour; • park away from the school in the community car parks; • encourage my child to walk or cycle to school; • read this document with my child and make other carers aware of its contents.



The Villages' Multi-Academy Trust

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Dear Parent/Carer,

At the Villages Multi Academy Trust, our aim is to work with parents to ensure that all our pupils receive the most from their education and reach their full potential.

This letter is to remind all parents about the law that requires them to ensure that their child attends school regularly. The Government is clear that no child should miss school apart from in exceptional circumstances and schools must take steps to reduce absence to support children's attainment.

School Attendance Law

On August 19th 2024 the Government introduced a single national threshold for when a penalty notice must be considered by all schools in England. This threshold is **10 sessions (usually equivalent to 5 school days) of unauthorised absence within a rolling 10 school week period**. These sessions do not have to be consecutive and can be made up of a combination of any type of unauthorised absence. The period of 10 school weeks can span different terms or school years.

From January 6th 2025, Nunnery Wood Primary School and Lyppard Grange Primary School, will be considering asking the Local Authority (LA) to issue a Fixed Penalty Notice (FPN) on every occasion the national threshold of unauthorised absence is met.

In line with national guidance, the Local Authority (LA) retains the discretion to issue a penalty notice before the threshold is met. This might apply for example, where parents have taken several term time holidays below the national threshold. The LA also retains the discretion to consider going straight to prosecution where appropriate.

A maximum of 2 penalty notices per parent, per child can be issued within a rolling 3-year period. This period will start from the issue of the 1st penalty notice. The national framework also sets out the escalation process which applies to such penalty notices. If the national threshold of unauthorised absence is met for a third time (or subsequent times) within 3 years, another tool should be used. For example, where a pupil's attendance has met the national threshold of unauthorised absence for a third time within 3 years and the parent/s have already been issued with 2 penalty notices within that period, consideration will be given to prosecution under section 444 of the Education Act 1996, which can result in a criminal conviction and fine of up to £2,500.

A parent includes any person who is not a natural parent but who has parental responsibility for the child or who has care of the child, as set out in section 576 of the Education Act 1996. Penalty notices will usually be issued to the parent/s with day-to-day responsibility for the child's attendance or the parent/s who have allowed the absence (regardless of which parent has applied for a leave of absence).

The first penalty notice issued to a parent for a child will be charged at £160 to be paid within 28 days. This will be reduced to £80 if paid within 21 days. Where it is deemed appropriate to issue a second penalty notice, the second penalty notice to the same parent for the same child within 3 years of the first offence, is charged at a flat rate of £160 and is payable within 28 days. There is no reduced amount available in this instance.

Part payments or payment plans are not acceptable, and fines must be paid in full within 21 or 28 days, at the rate specified within the penalty notice. There is no right of appeal against a penalty notice.

Requests for leave of absence

[Working together to improve school attendance](#) advises all schools that they should only grant a leave of absence during term time in exceptional circumstances, considering each request on a case-by-case basis. If a leave of absence is granted, it is for the headteacher to determine the length of time the pupil can be away from school. Although we recognise the value and benefits of family holidays, it is highly unlikely a leave of absence will be granted for a family holiday as the Government 'does not consider a need or desire for a holiday or other absence for the purpose of leisure and recreation to be an exceptional circumstance.'

Requests for leave must be made 6 weeks in advance, otherwise schools will be unable to consider your individual circumstances; and the absence will be recorded as unauthorised. Headteachers are not obligated to reconsider authorising leave if an application was not made in advance.

Support with ensuring regular school attendance

If you require any support with ensuring your child's attendance at Lyppard Grange Primary School, please contact Amy Graver, Emotional Literacy Support Assistant, via the school office.

If you require any support with ensuring your child's attendance at Nunnery Wood Primary School, please contact Louise Thomas, Attendance and Family Liaison Co-ordinator, via the school office.

Yours sincerely



Sian Williams
C.E.O