



# Luddendenfoot Academy

Be all that you can be...





# Welcome to Luddendenfoot Academy

## Mrs R Denham, Headteacher says:

It is with great pride that I welcome you to our wonderful rural school. We are a small school with a nurturing and supportive environment, which encourages all children to flourish. We aim to give every child the very best start possible to their education. We are often told that school feels like “a home away from home”.

### Igniting an interest in the world

I lead a highly effective and ambitious team. Our teaching is stimulating, vibrant and creative, and encourages our children to continue their education outside of school, and become lifelong learners. We want to ignite an interest in the world around them, and for that interest to lead to fulfilling and imaginative lives. Learning should be fun!

### Challenges

We take a holistic approach to education, ensuring that our children have the resilience to cope with the challenges that lie ahead.

### Pastoral care

Whilst academic achievements are an important part of life at our school, all our children also have the opportunity to enjoy a wide variety of sporting and musical opportunities, as well as regular trips and residential visits. Our pastoral care is exceptional, ensuring all children are kept safe and are supported both inside and outside school.



### Dedicated staff

I am also very proud of our exceptionally experienced and dedicated staff, who ensure that all our children are well supported to achieve their true potential, and work hard with families to overcome any barriers to learning.

### Parent partnership

Another very important part of our school is you, the parent! As you will see, by reading the many parent and pupil stories within this prospectus, you and your child are very important to us. We champion the link between school and parent and work very hard to involve you in every step of your child's time here...and increase your child's enjoyment of learning.

### Get in touch

We are very proud of our school and aim to give all children a full and rounded education, helping them to fulfil their potential. You are very welcome to come and look around our wonderful school and all that we offer. To arrange a visit please contact [admin@luddendenfoot.calderdale.sch.uk](mailto:admin@luddendenfoot.calderdale.sch.uk)

## Brighter Futures Academy Trust

We are a member of Brighter Futures Academy Trust, an approved DfE Academy sponsor based in Calderdale, West Yorkshire. We are no ordinary family of schools. We have a real drive and belief that our children, and our schools, are outstanding. The vision of Brighter Futures Academy Trust is to achieve excellence in education by establishing a growing family of academies and schools that share core values, principles and aims... and where every child succeeds!





## School day



### School hours

School gates open for the start of the school day at 8.35am, and school finishes at 3.10pm.

### Wraparound clubs

We have a Breakfast Club which runs from 7.30am until 8.50am each morning, and After School Club which runs from 3.10pm until 6.00pm during term time.

### Uniform

We expect to see all children in a school uniform. This ensures the children look smart, which in turn, encourages them to take pride in their school and approach learning in the right frame of mind. A school uniform helps promote a sense of belonging and community. Our uniform consists of trousers, skirt or dress in black or dark grey, a sweatshirt or sweat cardigan in green, a gold polo shirt and gold or green summer dress, with black shoes. Our PE kit consists of green shorts, a dark yellow t-shirt, black pumps and green or black tracksuit bottoms.

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### School meals and snacks

Children may have a packed lunch, or a school meal prepared and delivered by an external provider. We encourage the children to make healthy choices and ask that packed lunches do not contain sweets or chocolate bars.

#### Free school meals

Free school meals are available for children up to, and including, Key Stage 1, and to those older children whose parents are in receipt of income support.

### Breaktime and drinks

Under the Fruit in School scheme Key Stage 1 children are entitled to a piece of fruit each day free of charge. This is given as a playtime snack. Water is available throughout the day. Children are encouraged to bring in to school a named water bottle and we provide a healthy tuck shop.



Janine and Simeon appreciate the way that Luddendenfoot Academy is effectively and sensitively addressing their son's additional needs



Janine and Simeon Rushworth live in Luddendenfoot with their children Callum, sixteen, Emily, fifteen, Dylan, eight, in Year 3, Cain, five, in Reception and Niall, four.

## Impressive reports and parent reviews

Janine and Simeon originally chose Luddendenfoot Academy for their eldest son, Dylan, because it was close to home and also had an outstanding Ofsted report which impressed them. "We were looking for a school that wasn't too far from home and for somewhere with a positive Ofsted report and good reviews from parents who had experience with the school. Luddendenfoot fulfilled all of these criteria and we've not been disappointed."

## Excellent support with additional needs

Their youngest son, Cain, was diagnosed with global developmental delay at the beginning of 2015; "Cain's development is that of a child much younger than he is. He has some toileting needs which require someone to support him with self-hygiene, but primarily it's his speech that is most noticeably delayed.

"When he first started school he couldn't really join more than two words together and the clarity of his speech was poor, but thanks to some really good support from Luddendenfoot, his speech is now progressing and he's excelling in reading where the words act as visual aids for him," explains Janine.

## Positive progress

"They are working hard to encourage Cain's communications skills. His limited vocabulary when he first started school, meant they were using lots of visual aids and a pictorial timetable to assist him. He no longer has these now as it's important that he doesn't become too reliant on them and continues to try and use speech to communicate. I feel there's a good balance in place for him as there are naturally lots of pictorial things on the school walls which automatically offer some help."

Janine adds: "He's progressing really well and we can see lots of different areas of need developing. His coordination, his speech and his phonics have really developed for example. His reading has progressed a lot and as an individual, he's much more confident."

### Children say:

Cain says: "I love reading!"

Dylan says: "IT is my favourite lesson at school, but I like Maths and English too."

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## Curriculum: Exciting and vibrant



### Ready for the 21st century

We believe that all children are entitled to a broad, balanced, creative and coherent curriculum which should prepare them for the opportunities and challenges of the 21st century. In order for children to learn to think for themselves the curriculum should be enquiry based. It is important that children are responsible for their own learning, enabling them to plan and show initiative, persevere and have a commitment to self-improvement.

We use the International Primary Curriculum from Year 1 to Year 6 to teach subjects including art, science, geography, history and technology. It is a topic based approach and each class follows a theme for a number of weeks.

### Reception

We use a play based approach to deliver the Early Years curriculum which focuses on seven areas of learning. Our pupils use the indoor classroom and outdoor areas choosing from a range of activities throughout sessions. Reading, writing and maths are taught using a structured approach with whole class and small group adult led activities.

### Key Stages 1-2

Areas of the curriculum are:

- Mathematics
- Literacy
- Science
- Information and Design Technology
- History
- Geography
- Art
- Music
- Physical Education
- Religious Education
- Health
- Citizenship
- Personal and Social Education.



Sarah and Chris Payne live in Friendly with their children, Lucy, nine, in Year 4 and Edward, six, in Year 2.

**‘A bright and happy place, where children want to go’, sums up Luddendenfoot Academy for Sarah and Chris**

### A happy place to be

Sarah and Chris were looking for a friendly local community school for their children. “Luddendenfoot Academy’s relaxed and happy atmosphere stood out for us. It’s a bright school with a real buzz. It felt like a fun place and that’s definitely been the case,” says Sarah.

### Excellent, caring teachers

“The teachers are excellent,” says Sarah. “Edward has had the same teacher for two years now - she knows him inside out. She knows instantly if he’s not himself and always lets me know if she’s any concerns. All the teachers take a personal interest in the children. They look out for one another, which we really like.”

### A friendly and approachable Headteacher

One of the key strengths for Sarah is how visible the teaching staff are. “If we ever need to speak to anyone, it’s very easy to do. The teachers are in the playground each morning, as is Mrs. Denham, the Headteacher, which is really nice to see. She’s friendly and approachable, very easy to talk to and has a great relationship with the children.”

Sarah adds: “There’s a mutual respect between the teachers and the children - the balance between discipline and fun is just right.”

### Happy, content and comfortable

According to Sarah, both Lucy and Edward have good social circles within school. “They’re both happy, content and comfortable and have made some strong friendships. We can see how their experiences there are helping them develop and to gain confidence. At the end of the holidays they really look forward to getting back, which is really reassuring!”

### Rewarding and motivating learning

As well as the happy atmosphere and friendly teachers, Sarah believes the praise and reward schemes at Luddendenfoot Academy help to make it somewhere children really enjoy learning. “They’re excellent at motivating and rewarding learning and good behaviour. It’s great to be able to go along to the special assemblies and see them being awarded their pin badges.”

### Children say:

Edward says: “I like school dinners and my friends!”

Lucy says: “I love my lessons, my teachers and my friends!”



## Enriched curriculum: Trips and visits



### Trips and visitors

To further enrich our curriculum, all children are offered a range of visits which are connected with work in the classroom. We make visits locally and further afield and invite visitors into school from the wider community. Parents are encouraged to accompany us on these trips and all children should take part in them.

Previous trips have included:

- London
- Manchester - three day residential
- Yorkshire Wildlife Park
- Edale
- Beatrix Potter Museum in the Lake District.

Key Stage 2 children also have various opportunities to attend residential trips. These experiences can help to develop qualities of self-reliance and tolerance of others. Children learn independence and develop confidence. Additionally, we arrange visits to the school by theatre groups and those with professional expertise such as singers, artists and musicians.

### Outdoor learning

We have a wide range of outdoor learning opportunities including a wildlife garden project and outdoor classroom. Outdoor learning provides:

- The opportunity to 'bring to life' subjects across the curriculum
- The chance to experience nature directly
- The understanding of where food comes from through the growing and harvesting of crops.



Jill lives in Hebden Bridge with her daughter, Liberty Rose, eight, in Year 3.

## A strong emphasis on pastoral care

Liberty Rose moved to Luddendenfoot Academy as a mid year transfer in Year 3 after some difficulties at her previous school. "As a parent I spent many months trying to improve the situation for Liberty Rose, but the best thing for us as a family was to move schools," explains Jill. "I wanted to find one that had a very strong emphasis on pastoral care, was caring, worked very closely with families and one that had an understanding of working with children with additional needs. I wanted an environment that would bring out the best in her. She is flourishing at Luddendenfoot."

## Nurturing and caring

Jill, understandably, wanted to be sure that she was making the right decision in changing schools. After reading the Ofsted report she visited Luddendenfoot Academy to meet the Headteacher and was immediately impressed. "I found her to be incredibly clued up on additional needs; she is nurturing and caring and the school came across as somewhere not solely focused on ticking boxes and exam results but as a school who takes a holistic approach to caring for each child."

## An understanding teaching team

Jill is delighted at how quickly Liberty Rose has settled into school life at Luddendenfoot Academy. "Given her

previous negative experiences, I was very cautious about her school move. The Headteacher was very understanding and allowed Liberty Rose a two week settling in period. During this time, they buddied her up with children who looked after her during those initial stages. I met with her class teacher and the Headteacher. I felt they wanted to discover a lot about what made Liberty Rose tick and to fully understand her additional needs, which I really liked."

## Excellent communication

One of the key strengths about Luddendenfoot for Jill is communication. "I feel confident that if I need to find something or if I need a chat, the Headteacher will make herself available. Joining a new school often means children adapting to a new routine and a new way of doing things and they've taken time to explain how certain things work to Liberty Rose. I've found the Headteacher very understanding of Liberty Rose's experiences and sensitive to her joining the school mid-way through the year, which has been very reassuring as a parent."

### Children say:

Liberty Rose says: "My favourite things about Luddendenfoot Academy are my Headteacher, my class teacher and my new best friend!"

Moving schools is a big decision; Jill couldn't be happier with the kind, caring environment she has found for her daughter at Luddendenfoot Academy



## Inclusion: A curriculum for all



We value the abilities and achievements of all pupils and are committed to providing, for each pupil, the best possible environment for learning.

### Special educational needs

We make every effort to achieve maximum inclusion of all pupils whilst meeting individual needs. We try to ensure that any special physical, emotional or intellectual needs are identified as early as possible.

Children are assessed in a variety of ways when they join the school and can be supported individually or in small groups. If necessary, professional guidance is sought from other agencies such as Speech Therapy, School Health or an Educational Psychologist. Parents are involved at every stage. Above all, we want to raise the self-esteem of all our children and give them the skills to enjoy life in and out of school.

### Gifted and talented children

We ensure that children who have been recognised as gifted and talented are given opportunities to follow a curriculum that offers additional breadth, depth and acceleration to the normal curriculum in order to develop their talents.

Anna Cooke and Steve Shaw live in Norton Tower, Halifax with their children Layla, nine in Year 5, and Lucas, five in Reception.

## Warm and friendly

Anna and Steve were impressed with the friendliness of Luddendenfoot Academy when they were choosing a school for their children. "I remember looking and noticing what a warm and friendly atmosphere it had compared to other schools we had seen locally and it felt like somewhere we wanted our children to go."

## Approachable staff

Those initial impressions have proven to be right and Anna feels one of the real strengths of the school is the approachability of staff. "There's never any barriers, you immediately feel welcome and like they are listening and ready to help."

If Layla ever has any concerns at school, teachers are quick to listen and to support her. "I've been very impressed with how proactive they are. They're an incredibly supportive team of staff."

## Encouraging and supportive of individual talents

Layla is a talented dancer and this is one of her passions outside of school. "I've always found school to be very encouraging of Layla's dancing and the potential she has. She sometimes has exams during school hours; the Headteacher and the teaching staff are always happy to support her. She recently auditioned for the Royal Ballet School; we appreciated the support given by school and the fact they allowed her to attend

during the school day. The encouragement they offer to Layla is brilliant. The teachers are always interested in how she's done and keen to hear about the shows she's performed in and to see the awards she has won, which is really caring and especially nice for Layla."

## A perfect teaching team

Anna adds: "I can't fault the teachers, they're a very supportive team of people and ensure Layla is always kept up-to-date with her work she has missed for dance exams and auditions. I think they're absolutely brilliant and I know the children feel the teachers are approachable too. They're always visible on the playground each day, which I really like."

## No hesitation

Anna and Steve add: "We've no hesitation in recommending Luddendenfoot Academy. The school has a fantastic family feel to it and staff have a genuine interest in all of the children, their interests and their individual learning needs. We couldn't have asked for a more supportive and caring school for our children."

### Children say:

Layla says: "If there's any problems ever, I always feel I can talk to the teachers, even the Headteacher is easy to talk to!"

Lucas says: "I like going to school because I like learning!"

Anna and Steve believe Luddendenfoot Academy works hard to support children to reach their potential both in and out of school



## Clubs



There are a wide variety of lunchtime and afterschool clubs for children to enjoy. Recent examples include:

- Lego Club
- Let's Get Cooking
- Karate
- Dance
- Football
- Jumping Clay
- Science Club
- Choir.

### Music

In addition to our Choir Club, we offer a broad musical provision, including opportunities to play a variety of instruments such as violin, guitar and piano.

### Sport

Our aim with PE and sport is to provide opportunities for physical learning for all pupils. We want all of our pupils to be happy and healthy and enjoy physical activity. As a school we strive to provide new and varied physical activities for children before, during and after the school day. We believe that PE and sport enhances academic learning, and leads to healthier, happier and more productive lives.



Catherine and Lee Kimber live in Luddendenfoot with their twins, Heidi and Noah, six, in Year 1 and daughter, Daisy, two.

It's the warm, friendly, approachable atmosphere at Luddendenfoot Academy that really stands out for Catherine

Catherine and Lee have three schools in close proximity to where they live, but the friendliness of Luddendenfoot Academy shone over the others. "We felt it was important to get a feel for the schools by visiting our local ones. My mother-in-law, who is an ex-teacher, came with me and we were both impressed with the atmosphere at Luddendenfoot and the provision available for the children. It felt right for my family," says Catherine.

### A comfortable feel

Catherine believes her two children both feel very comfortable at school. "They've both settled in really well and are enjoying going to school, which I think is really important. They seem to be very happy there and I think if they're happy at school, that's a great step to them being eager and enthusiastic to learn. The teachers are very friendly and approachable too, which really helps."

### Approachable and supportive teachers

Catherine has had little reason to seek the support of teachers but whenever she has, she's found them helpful and supportive. "They're always visible on the playground, which I really like. They're very keen to work in the best interests of the children and will always find ways of supporting them and working with you. They were quick to resolve an issue we had with Noah and I found them to be very approachable, which I think as a parent is exactly what you want."

### Reward assemblies

"There are also reward assemblies held every two weeks," explains Catherine. "Children are given certificates for their achievements and parents are invited in to attend, which is a lovely experience for everyone. They get certificates and badges for lots of different things from small achievements to big achievements. School will contact parents in advance so that you are aware your children will be receiving an award and can make arrangements to attend."

### Great opportunities for parental involvement

Luddendenfoot welcomes and encourages parental involvement in school activities. As well as the reward assemblies, the school also welcomes parent volunteers to help with reading and events like school trips. "The school is very positive about parental involvement and I've really enjoyed listening to the children read and the opportunity to see the school from inside the classroom environment."

#### Children say:

Heidi says: "I love science at my school because the experiments are fun!"

Noah says: "I really enjoy maths lessons at school because I enjoy counting and learning about numbers."



# Admissions



We are very pleased to offer 26 places in each year group throughout school. We are often over-subscribed and demand to attend the school is high. We welcome all prospective parents to visit the school and see what we can offer your child.

## Admission into Reception

Children are admitted into Reception in the September following their fourth birthday. You will need to register and apply for a place for your child.

## Admission into other year groups Applications

If you are considering Luddendenfoot Academy for your child, you may find it helpful to arrange an informal visit to the school. Please contact the office to arrange an appointment where we will be very happy to show you around our school.

The Admissions Authority for Luddendenfoot Academy is Brighter Futures Academy Trust. Calderdale MBC co-ordinates the authority wide allocations in accordance with the School Admission Code.

Tel: Calderdale School Admissions Team  
01422 392617

Email: [cyps.admissions@calderdale.gov.uk](mailto:cyps.admissions@calderdale.gov.uk)

Web: [www.calderdale.gov.uk/education/schools/admissions](http://www.calderdale.gov.uk/education/schools/admissions)



# Getting involved

## Parents, Teachers and Friends Association (PTFA)

We have an active PTFA, which raises additional funds for the children. Every parent is automatically a member of our PTFA, the function of which is to develop closer links between the parents, teachers and local community and to provide financial support towards educational resources and equipment. The events that are organised vary from year to year.

## Do you want to join the PTFA?

We welcome any ideas for fundraising and encourage parents and carers to share these with us. Information about meetings is shared with parents, and you can find more information on the school website. Please come and share your talents with our school!

## Voluntary helpers

We value the contribution of parents and family and we actively encourage your help during the school day. Parents and family help with a variety of activities which include reading with our children, helping children to

choose a library book, sewing, cooking, and acting as extra pairs of hands on educational visits. We accept all help gratefully. All volunteers must have a DBS check before they commence work in school.

## Governors

We have a full and active Governing Body, which includes parent governors as well as representatives from staff and the local community. The governing body has a range of duties and powers and a general responsibility for the conduct of the school with a view to promoting high standards of

educational achievement including setting targets for pupil achievement, managing the school's finances, making sure the curriculum is balanced and broadly based, appointing staff and reviewing staff performance and pay. Vacancies for Parent Governors are advertised as they arise.

## Do you want to be a Governor?

Our Parent Governors give parents a voice in decision making. They are elected by parents through a ballot. If you are interested in becoming a Governor, please contact the school office.





# Mission Statement

At Brighter Futures Academy Trust, we are committed to improving the life chances of all children. Where we have the capacity to make a difference, we are morally bound to do so. We believe every child deserves the best possible start in life – a world class education aimed at helping the children in Brighter Futures Academy Trust schools become successful learners, confident individuals and responsible citizens. Our mission is to help every young person in our schools to expand their horizons, and build the confidence, talents, interests, skills and qualifications to succeed as they make their way towards a fulfilling and prosperous adulthood. Members of the Trust strive together for excellence in partnership, so that our children, staff and communities benefit from excellent teaching, learning, leadership and opportunities.



## Luddendenfoot Academy

Burnley Road  
Luddendenfoot  
Halifax  
HX2 6AU  
Email: [admin@luddendenfoot.calderdale.sch.uk](mailto:admin@luddendenfoot.calderdale.sch.uk)  
Tel: 01422 882298  
Web: [www.luddendenfoot.org.uk](http://www.luddendenfoot.org.uk)



Brighter Futures Academy Trust  
Backhold Lane  
Siddal  
Halifax  
HX3 9DL

Email: [admin@brighterfuturesmat.org.uk](mailto:admin@brighterfuturesmat.org.uk)  
Telephone: 01422 354976

