



Prospectus

INVICTUS

Education Trust

Welcome to our School



Welcome to Rufford Primary School. I hope you will find this introduction to our school both interesting and informative and that it will give you an insight about the life and work of our school.

We are delighted that you have chosen Rufford Primary School for your child and hope that you, as parents or carers, will become involved in their education in partnership with the staff and governors. We are very proud of our caring approach and aim to provide the best opportunities for your child, both academically and socially, including a wide range of balanced learning opportunities for all children, to help them grow into independent and enquiring learners.

The school has a caring and positive atmosphere, where purposeful learning takes place. The staff are highly motivated, enthusiastic, caring

and concerned with all aspects of your child's development, both academic and personal.

We aim to provide a variety of experiences which make learning exciting, arouse children's interest and stimulate curiosity. We expect our children to experience learning both in and out of the classroom, and to develop an understanding of the wider world. We hope our approach to your child's education will encourage them to achieve their full potential and aspire to the highest personal standards of achievement, presentation and behaviour.

I hope that you will share with us in making

this very important period in your child's life as successful and as interesting as we can.

There are exciting times ahead as we are joining Invictus Education Trust in September 2021. This will bring wonderful opportunities for our children and staff, and for students and staff at the other Invictus schools. We are already working closely with the Trust, and the whole school community is looking forward to a seamless transition and a bright future!

Yours sincerely

Ms A Middleton

HEAD TEACHER

Our vision

We aim to provide a safe learning environment where children develop the skills to become responsible, articulate citizens of the 21st century. We want our children to be challenged by staff who understand their individual needs and strengths, and who have high expectations of all, including themselves. Our children should not be afraid to make mistakes, but be determined to learn from them; they should not be constrained by the curriculum, but encouraged to think independently and flourish, whatever their gifts may be. We celebrate the diversity of our local community, and encourage everyone to play their part in doing what is best for our children.

Our aims for Rufford Primary School

- To nurture children's characters and personalities so that they are confident, responsible learners who take risks and persevere in their learning
- To foster an appetite for learning, a positive attitude, a sense of aspiration and high expectations
- To provide a nurturing environment in which the rights of the child are promoted
- To develop respect and acceptance of each other, and of those in the local area, the UK and the world
- To encourage honesty and a sense of justice
- To support everyone in the school community to do their best, and to value staff, parents and governors as well as children

- To encourage equality of opportunity, regardless of background, gender, race, religion or orientation

Our mission at Rufford Primary School

- We have resources that engage and enrich learning
- We provide a curriculum that allows for the needs of all pupils to be met, and which stimulates interest
- We have staff who are committed to improving outcomes for their children
- We use coaching, mentoring and collaboration to develop and support staff
- We provide training opportunities for staff
- We promote the values that encourage children to take their place as members of our diverse community
- We encourage our children to take risks in their learning



Early Years *Setting*

Our early years provision is for children in the Early Years Foundation Stage (EYFS) which comprises 2 – 5 year old pupils. Our setting has one spacious classroom each for Nursery and Reception and an outside area which the children share daily. The outdoor area has a wooded section which provides shade and opportunities for exploratory play, as well as climbing. The tarmac area has bikes, cars and trikes and other activities set out.

Nursery pupils usually attend on a part time basis i.e. either morning or afternoon and are accepted on the waiting list at any time. They normally start the term after they are 3; but some 2-year olds, who are eligible for Time for Twos funding, are able to start earlier. Children have the opportunity to attend Nursery full-time in some circumstances. For more information about funded Nursery places, please visit www.childcarechoices.gov.uk or contact the school directly.

There is one Reception intake each year in the September before the child's fifth birthday.



Here is a link to the Dudley Admissions webpage, where further information can be found:
<https://www.dudley.gov.uk/residents/learning-and-school/school-information/school-admissions/>

Our School

The main part of the school houses seven classrooms, ICT suite, library, toilets, hall, offices, staff work room and administration areas. The hall is large and is used for a range of activities, including P.E., assemblies, dining and school functions.

A positive learning environment is fostered by teachers using modern educational resources and displays celebrating children's learning, that reflect the varied cultural influences we have at Rufford.

Houses

We put children into houses which are given a colour and named after British artists – Clarice Cliff (yellow), Andy Goldsworthy (green), LS Lowry (red) and Zaha Hadid (blue). Children earn house points as rewards, which are celebrated weekly in Praise assembly. Children participate in Sports Day in house teams, and we ask that each child has a t-shirt in their house colour.

The School Day

Classroom doors in Key Stage 1 and 2 are opened at 8.40 a.m. The school day starts at 8.50 a.m. and is marked by the school bell. Reception doors are opened at this time. All pupils are expected to be in school by 8.50 a.m. to begin Early Morning Work. Registers are called and lessons or assembly begin promptly at 9.00 a.m.

During the morning there is a mid-morning break for all Key Stage 1 and 2 pupils.

Lunchtimes are as follows:

Reception	12.00 p.m. to 1.00 p.m.
Key Stage 1	12.15 p.m. to 1.15 p.m.
Key Stage 2	12.30 p.m. to 1.15 p.m.



INVICTUS

Education Trust

Invictus Education Trust was created in March 2015 by a group of like-minded schools: Crestwood, Ellowes Hall Sports College, Kinver High and Wombourne High School. Two schools have since joined us, Leasowes High School in Autumn 2016 and Pedmore High School in September 2018. Rufford Primary School became the first primary school to join us in September 2021 further strengthening an already thriving Trust.

Where we differ from other Multi Academy Trusts is our intention to collaborate, across our schools, in every aspect. In the past 6 years, our students have benefited from this collaboration through joint learning experiences, Trust Wide enrichment and access to the incredible facilities within our estate. Our innovative 6th form regularly appears at the top of league tables and leader boards for progress, our 6th form spans across all 6 campuses with students transported via our Trust minibuses.

Our 'Invictus Subject Directors' model enables one expert to lead the curriculum across our 7 schools, ensuring consistency in learning and a wider support network for our teaching teams. Other areas of focus for our Trust are ensuring that our students enjoy unique opportunities and elite experiences. To do this we appointed a Director of Performing Arts and Director of Sport.

Our Invictus Sport ethos is 'Unconquerable in Sport'. Competition between our schools is tenacious, fierce but fair and when our schools come together to face other schools and trusts we become formidable. During Miss Hatton's time as Director of Sport our students have enjoyed access to sailing, scuba diving, golf, skeet shooting and tennis. This year the students even attended 'The Championships' at Wimbledon. These elite opportunities complement a full programme of the more traditional sports across all the schools. You can get an idea of the sheer volume of opportunities from the timetable across the page.

Although Mr Wingate oversees our Performing Arts teams, he is the first to admit that the support he receives from each schools performing arts department is a key driver behind the incredibly talented musicians, dancers, singers and actors. Coming together to perform across a number of platforms has further unlocked and unleashed that talent. Each school hosts 1 or 2 whole school productions each year, every one sold out across a number of nights.

Our Invictus Choir has performed in some of the country's most illustrious venues, including Birmingham Symphony Hall and the Royal Albert Hall. We sold out the Wolverhampton Grand Theatre for our 'Invictus Festival of Performing Arts' meaning our students were able to perform to an audience of over 1200 people!



F1 in Schools Academy

Earlier in the year the F1 in Schools brand announced that Invictus were to become the first, and only, multi academy Trust in the UK! Meaning we now have the incredible F1 in Schools equipment for our students to use and we get the opportunity to host regional events.



We are very much a Values driven Trust, all of our decisions are driven by our Values. It is very easy to say, but very difficult to deliver, we feel that this letter is firm evidence that 'we do what we say'.

We received this letter from Baroness Berridge following our 'reaction' to the COVID 19 crisis and lock down period. The schools within our Trust delivered thousands of online lessons, supplied hundreds of vulnerable students with laptops and equipment and created an incredible virtual induction for our new students.

This period has shown everyone that we truly put our students first, no matter what!



Baroness Berridge of the Vale of Catmose
Parliamentary Under-Secretary of State for the School System
Sanctuary Buildings, Great Smith Street, Westminster, London SW1P 3BT
tel: 0370 000 2288 www.education.gov.uk/help/contactus

Tony Bowles
Invictus Education Trust
Ward House
Himley Park
Dudley
DY3 4DF

3 July 2020

Dear Mr Bowles,

I would like to take this opportunity to personally thank you and your colleagues in the Invictus Education Trust for the work you have been doing to support your local community during this difficult time.

The Regional Schools Commissioner, Andrew Warren, has highlighted your brilliant work to me, including supporting local primary schools in Dudley in their response to lockdown and re-opening, following the Covid-19 outbreak. I understand you have also developed a successful online learning platform which pupils and parents have provided positive feedback on and which, importantly, has ensured strong engagement of your pupils during the lockdown period. Your support for more vulnerable pupils who may not have had access to the required technology to engage with online learning has been noted. In addition to the work you are doing to support online transitions for those pupils in Year 6 who will be moving into Year 7 in September.

This support, along with remaining open throughout this period for the children of key workers and those who are vulnerable, has no doubt played a vital part in supporting the local community.

I would like to wish you and the schools in your Trust all the best as we move forward over the next few weeks and months and thank you again for making a difference in your community and for your pupils.

ELIZABETH BERRIDGE

PARLIAMENTARY UNDER SECRETARY OF STATE

Invictus Values
Our principles and standards of behaviour.

**Every day, in every way,
our students come first**

Our first and most important value.

Anything is possible

*We focus on the challenge to identify it,
our energy is spent finding a solution.*

Accountability

If it is to be, it is to be me.

Seek and seize opportunities

*We aim to deliver 'WOW' through
opportunities and experiences.*

**Focus on relationships and
all else will follow**

*Open, honest and empathic relationships
with clear and simple communication are
the foundations of our Trust.*

Start with the end in mind

*We identify our aspiration and put processes
in place to exceed expectations. We celebrate
our progress throughout the journey.*

Think collaboratively

*We always ask ourselves; can we include more
students, more of our team or more
of our schools in anything we do?*



ACTIVITIES THIS YEAR INCLUDE

Autumn Term	Spring Term	Summer Term	All Year Key Stage 3 & 4 + 6th Form
Mountain Biking	Clay Pigeon Shooting	Football Golf	Netball Academy
Gymnastics Centre	Velodrome Cycling	Aqua Park	Football Academy
Kinball	Volleyball	Stand up Paddle Boarding (SUP)	Rugby Academy
Golf -Driving Range	Golf	Kayaking	
High Ropes	Fencing	Sailing	



Our Curriculum

At Rufford Primary School we offer a curriculum which is broad and balanced and which builds on the knowledge, understanding and skills of all children, whatever their starting points, as they progress through each Key Stage. Our curriculum incorporates the requirements of the statutory frameworks for the Early Years Foundation Stage and the National Curriculum as well as other experiences and opportunities which best meet the learning and developmental needs of the pupils in our school. The aim of our curriculum is for pupils to have the necessary skills to be successful, independent and motivated learners in readiness for their next stage of education. Our curriculum also includes complying with our duties in the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014, making the curriculum accessible for those with disabilities or special educational needs.

Our Early Years Foundation Stage classes follow the Early Learning Goals within the new framework for the EYFS, which sets the standards that we must meet to ensure that children learn and develop well and are kept healthy and safe. Our setting promotes 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. This learning is facilitated through play and adult led activities, guided by the children's own interests.

Pupils consolidate the Early Learning Goals of the Early Years Foundation Stage Curriculum as they enter Year 1. Then over the first half of the Autumn Term the majority of children progress to the National Curriculum. Throughout this period and beyond all children are still developing their phonic knowledge through our phonics programme developing their fluency in reading through the daily supported reading.

The National Curriculum has been developed to ensure coverage and progression throughout the school. We use a variety of resources to ensure this and all planning is reviewed so that what is delivered meets the individual needs of our children. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven into every aspect of school life.

The English and mathematics curricula have been developed internally and are supported by resources from White Rose Maths and the Centre for Literacy in Primary Education (CLPE). English and maths are taught discretely and where possible link to foundation subjects. Foundation subjects are also taught discretely.

Some of our PE is taught by specialist teachers, and we often have specialist music teachers in. We have themed days which allow the children to be immersed

in a topic, and they sometimes work in groups mixed from different classes. Additional whole school programmes and approaches support quality teaching and learning, and tailored provision is made for SEND and EAL pupils.

The outdoor environment and the local community are considered an opportunity for active learning for all our pupils. The school grounds have been developed so they can enrich different curriculum areas, particularly science. Our Forest School area is used regularly, in all weathers.

Pupils have opportunities to share their learning with each other; their parents and carers and other learners through school-based celebrations and displays.

Developing their independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning.



Assessment & Homework



Daily reading at home is vital for children of all ages, as is practising times tables and spellings. The youngest children benefit enormously from parents reading stories to them and with them as they grow older.

Children can practise times tables, spellings, letter sounds, and counting at home through all the activities you do during the day. If you would like further guidance on this, your child's class teacher will be more than pleased to give some ideas about how you can support your child at home. Further details are also available in the [Homework Policy](#).

We endeavour to make any period of assessment as stress free as possible. We also feel that parents must have a clear understanding of the processes their child is undergoing, so meetings will be offered to parents to ensure they are fully informed.

Assessment

EARLY YEARS FOUNDATION STAGE

Children are assessed during their first few weeks in Reception, this provides the baseline for progress to be measured at the end of Key Stage 2. They are assessed again at the end of Reception in terms of whether they have met the Early Learning Goal or not. Observation and play activities form the basis for assessment.

KEY STAGE 1

In Year 1 and 2 children are assessed by teacher assessment and targets are identified.

Teachers submit teacher assessments in reading, writing, science and maths based on optional test results (where appropriate) but primarily based on work in books.

Year 1 children do a Phonics Check in the summer term, if they do not meet the expected standard, they will re-do the check in Year 2.

KEY STAGE 2

Years 3, 4 and 5 are assessed in reading writing and maths using information from their books; the STAR renaissance tests, SPaG tests and additional maths tests provided by the maths lead.

Year 4 children take part in a Multiplication tables check test in June, this is to test whether children can recall their times tables up to 12x12 fluently. This is a timed online test.

Year 6 children sit formal written tests in May – Reading, SPAG (spelling, punctuation and grammar) and maths. These tests results are published in the Autumn term. Teachers submit teacher assessments in reading, writing, science and maths based on information from their books; the STAR renaissance tests, SPaG tests and additional maths tests provided by the maths lead.

Standards *Of Behaviour*

We have three simple rules:

To try to

- 1 follow instructions
- 2 keep my hands and feet to myself
- 3 use friendly words only

School rules are necessary to maintain the highest standard of behaviour we expect from pupils. In turn, good behaviour affects how well children learn and ultimately progress. When children start school it is the beginning of a long and constructive partnership between parents and school.

The school belongs to all of us: pupils, staff, parents, carers and governors and, therefore, we all have a role to play in encouraging children to behave responsibly and politely towards everyone in the school community.

The school has a Positive Behaviour Management Policy alongside an Anti-Bullying Policy. These documents set out what is expected of pupil behaviour and what sanctions will be taken should these codes be breached. Both documents are referred to on a regular basis to ensure that everyone is adhering to the policies, and are on the school website. A number of children are trained as Anti-bullying Ambassadors.

High standards of behaviour are expected at all times. Children are praised for good behaviour and courtesy, for showing sense of responsibility, for kindness, helpfulness and showing care towards others.



Committed to *Safeguarding*

Rufford Primary School is committed to safeguarding and promoting the welfare of all children and young people both within the school environment and outside. Owing to their day to day contact with children and young people, education staff are particularly well placed to observe outward signs of abuse, changes in children's behaviour or their failure to develop. We need, therefore, to be alert to the possibility of abuse occurring, aware of the procedures to be followed if we have concerns and have the confidence to follow those procedures.

There are currently three Designated Safeguarding Leads (DSLs) in school – Ms Middleton, Mrs Ditchfield and Mrs Jones. Any parent/ carer who has a safeguarding concern is welcome to discuss the matter with a DSL, but if they feel a child is at risk of harm they have a duty to report to the Dudley safeguarding team 0300 555 0050, or if the child is at immediate risk of harm call the Police 999.





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