

Information for Parents 2014-2015

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***Headteacher Mrs.C.Lyall
Chair of Governors Mrs.E.Hindley***

Ladybridge Primary School



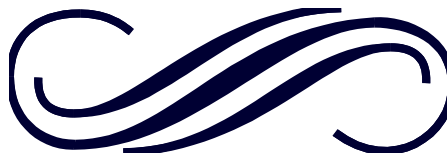
Our Vision Statement

"We aim at Ladybridge Primary School to develop an environment where all are valued as unique individuals and treated with fairness, care and consideration. Attitudes of mutual respect and tolerance for all are actively developed. As an inclusive school we believe that it is the right of all pupils to have access to a curriculum that will provide opportunities to acquire new skills, knowledge and understanding. This can most effectively be achieved through stimulating and challenging activities that are matched to the individual levels of ability of the children. Children are encouraged to be self-motivated to adopt a positive attitude to learning and to take responsibility for the choices they make.

We aim to give the best possible preparation for life beyond Ladybridge Primary School. Our children are encouraged to develop in confidence and to achieve their full potential academically, spiritually, emotionally, socially and physically."

Mrs.C.Lyall

Headteacher





Ladybridge Primary School is a Community Primary (3-11) co-educational day school. The school has resourced status, with the inclusion of pupils with Severe/Complex and Profound Multiple Learning Difficulties, and a nursery, with forty part-time places.

The school building was officially opened in September 2002, replacing an earlier school on the site, and is purpose-built, light and attractive. Teachers and pupils are able to work in an environment of the highest quality. The internal area is enhanced by the development of the outside environment to produce areas where pupils can learn effectively beyond the classroom.

Staff

Mrs Cathy Lyall	Headteacher, Named person for Child Protection and Looked After Children
Mr Patrick Fenwick	Deputy Headteacher
Mrs Gill Hadfield	Yr 1 teacher, KS1 co-ordinator
Mrs Gillian Lanzara	Inclusion co-ordinator, Y2 teacher
Mrs Helen Parker	Resourced teacher (part-time)
Mrs Sally Tootle	Resourced teacher (part-time), cover teacher
Mrs Kim Goodwin	Early Years Co-ordinator, Nursery teacher
Mrs Amy Davies	Y6 teacher, KS 2 Co-ordinator
Mrs Sarah Woodworth	Y3 teacher
Ms Deborah Hallworth	Y3 teacher
Mrs Shirley Stobbs	Reception teacher
Mrs Jo Mills	Yr 4 teacher
Miss Anna Baylis	Yr 5 teacher
Miss Barbara Johnson	Every Child a Reader teacher
Mrs Sue Reeder	Nursery Nurse, First aider
Mrs Janet Chantler	Teaching assistant, First aider
Mrs Margaret Taylor	Teaching assistant
Mrs Janet Keen	Teaching assistant, First aider
Mrs Angela Dignan	Teaching assistant
Mrs Julie Houghton	Teaching Assistant
Mrs Maxine Hartley	Teaching Assistant
Ms Vicky Twyford	Teaching Assistant, First aider
Mrs Tracey Gerhold	Teaching Assistant
Miss Emma Ryback	Teaching Assistant
Mrs Amy Banwell	Teaching Assistant
Ms Sarah Ratcliffe	Teaching Assistant
Mrs Wendy Igoe	Learning Mentor
Mrs Lesley Brown	Resourced School Integration Assistant
Mrs Carole Baker	Resourced School Integration Assistant
Mrs Jenny Cash	Resourced School Integration Assistant
Mrs Liz Smith	Resourced School Integration Assistant
Mrs Marie Oliver	Resourced School Integration Assistant
Mrs Tracy Hodgkinson	Resourced School Integration Assistant, First aider
Mrs Sarah Smith	Lunchtime supervisor
Mrs Gill Anstis	Admin Officer
Mrs Trish Houghton	Admin Assistant
Mr Pete Smith	Caretaker

Governors

LEA representative Governors	Cllr Paul Porgess
Vice Chairperson	Mrs Gwyneth Holloway
Parent governors	Ms Sarah Ratcliffe
	Dr Rebecca Clinton
	Mrs Brenda Jones
	Mrs Raja Blankley
Co-opted governors -	
Chair	Mrs Elaine Hindley
	Mrs Christena Meynell
	Mr Keith Fenwick
Teacher governor	Mrs Shirley Stobbs
Non-teaching staff	Mrs Gill Anstis

Headteacher
Governor Support Officer

Mrs Cathy Lyall
Danielle Wood

Admissions

Pupils are admitted into Reception in the September before their fifth birthday. Each county school has a priority area. Details of the priority area are shown below. Before applying to another school it is recommended that parents visit their priority school. There is no guarantee of places for younger children who may wish to attend the school in the future. The school has an admission number of 30 and 34 applications were made stating the school as first preference for Sept. 2014 start date.

The Town Hall allocates all school places. Admission forms for Nursery, Reception, mid-year and Y6 transfers must now be completed on-line at www.stockport.gov.uk/ The school has a Standard Entry Number, which means that there are places for up to 30 children in each year group. The school complies with the requirement that all children must be in classes of 30 pupils or less. The Nursery provision is 40 part-time places in the form of 2.5 days at the beginning or end of the week.

Children are admitted into the school on the basis of firstly those with a Statement of Special Educational Needs naming the school, then in Public Care, then those with siblings in school, then those with highly exceptional social and/or medical needs and then all other applications, based on distance drawn by a straight line from home to school. Parents who are refused a place have the right of appeal via the Admissions Team, Education Division, Town Hall (0161 474 3919). The Local Authority admissions policy may be viewed at www.stockport.gov.uk/schooladmissions

The priority area for Ladybridge Primary School is:-

Abbey Rd.,	Grosvenor Rd.,
Adshall Rd.,	Hereford Rd.,
Adswold Old Hall Rd.,	Irby Walk,
Adswold Rd. 1-89, 2-24	Kent Ave.,
Alderdale Rd.,	Ladybridge Rd. 64-156, 79-169
Ashurst Dr.,	Larkhill Rd.,
Athlone Ave.,	Larkhill View,
Audlem Walk,	Littlebrook Cl.,
Beechurst Rd.,	Malpas Cl.,
Berwyn Ave.,	Oakhurst Dr.,
Bird Hall Ave.,	Parsonage Way
Bird Hall Rd. 1-81, 2-102	Priory Rd.,
Bishops Cl.,	Regent Cl.,
Brighton Cl.,	Sandbach Walk,
Calverley Rd.,	Tarvin Rd. 41-89, 56-104
Carnforth Rd.,	Tatton Cl.,
Chatsworth Rd.,	*Tenement Ln. 25,28 up
Councillor Ln. 197-269, 196-304	The Cloisters
Dorset Ave.,	Weston Dr.,
Evesham Rd.,	Wimbourne Cl..
Granville Rd.,	*(Hill Hse., Tenement Lane- Meadowbank priority)

Accessibility

The school building and playgrounds are accessible to pupils and visitors who have a wide range of disabilities. There are a range of facilities provided, including accessible bathrooms. The school is committed to the inclusion of pupils with disabilities and The Town Hall uses the same admission criteria for entry of children with an identified disability as with all other admissions unless the child has a Statement of Special Educational Need, when the Local Authority Special Educational Needs department will identify an appropriate placement. The school's Accessibility plan reflects the priorities for continuing to improve accessibility to the facilities, access to the curriculum and information for children with disabilities, and is available on the website. The school was awarded the Inclusion Quality Mark in July 2008 and was re-accredited in Spring 2012.

School Visits

Parents are welcome to visit school by appointment with the Headteacher. Pupils entering the Nursery and Reception classes and their parents will be given the opportunity to have a number of visits to school in the Summer Term. Parent meetings are also arranged allowing parents to meet staff and to help make the entry into school as smooth as possible for all children. Home visits for pupils entering Nursery and Reception are offered in the first week in September so children, parents and staff are able to share information and get to know one another.

Parents

All staff members appreciate that support and help from parents is vital in a child's learning, with parents helping and encouraging children at home, with such things as talking, reading and number work. Members of staff welcome parents coming in to help in classrooms. If you are able to spare a few hours to help in school please let the Headteacher know. We do not let volunteers help in their own child's class. A number of workshops are provided through the year to give parents opportunities to work together to support their children's learning and to further develop their own skills in areas such as computers.

The Teachers and Parents Succeeding Together group, made up of parents and members of staff, meet to look at ways to improve the school and to encourage the involvement of all parents in learning and fun activities. The involvement of this group has been recognised through the Parent Partnership Award.

Information for Parents

Parents have access to all school policies and schemes of work, planning, National Curriculum documents, records and DfE information. Please ask the Headteacher who will arrange for you to borrow any documentation, as long as this is not in breach of the Data Protection Act.

When your child begins a new theme you will be sent a letter informing you of the areas that will be taught during that theme. There are three meetings per year where you can discuss your child's progress with the class teacher. At the third meeting you will also have the opportunity to meet your child's next teacher. In addition at the end of the year you will receive a written report on your child's progress upon which parents are asked to make a written comment.

All pupils identified as having a Special Educational Need will have an SEN support or an Access Plan written by the class teacher or learning/ behavioural support teacher. Parents will be fully involved in the formation and review of these. Every child and parent in school will be asked to sign the home:school agreement which details what role school, parents and children have in promoting learning and a happy and purposeful school community.

Child Protection

Safeguarding children is the responsibility of everyone. As such all the staff in our school have a duty to safeguard and promote the welfare of children. This duty is placed upon school by Section 175 of the Education Act 2002. This means that we have a Designated Officer for Child Protection. In our school this is Mrs C.Lyall. If we are concerned that a child may be at risk from significant harm (abuse) or is being abused school is required to refer their concerns onto Social Care and the police if necessary. In some circumstances this may happen without the consent or knowledge of parents/carers.

School also has a responsibility to act upon other concerns that they may have about a child's welfare in circumstances where there are no suspicions of child abuse. Examples of this may be when a child is demonstrating inappropriate behaviour, is involved in bullying, is failing to come to school or where difficulties at home are having an effect upon the child's wellbeing. This list, however, is by no means exhaustive. In Stockport there is an expectation that school will always discuss these issues with parents/carers before deciding upon a course of action to support the child. Our school has a safeguarding policy which explains all the above in much more detail. If you would like to see the policy please contact school or visit the website.

We have a range of professionals both within and working alongside school that can give children and families high levels of support in many situations so please feel free to discuss your needs, in the first place with the Learning Mentor, Mrs Igoe.

Discipline and Behaviour

Ladybridge Primary School aims to promote pupils' self-discipline and positively encourages good behaviour. The school has developed a behaviour policy and an agreed set of procedures to allow the school to function efficiently as a place of learning and to ensure that all pupils are treated consistently by all staff at all times. A summary document is sent to all new parents and given to visiting supply teachers. We celebrate and reward children's achievements and effort through regular merit assemblies, certificates and the smilies awards.

There are a number of school rules that all children are made aware of. If these are broken there are a number of sanctions, including the loss of Golden Time. Lunchtime behaviour is monitored by the Midday Supervisor, with the Headteacher sending any necessary follow-up letters. Home:School Agreements are signed at the beginning of Reception and Year 3 making clear the responsibilities in the partnership of school, parents and pupils in your child's education. The Headteacher, if necessary, has the right to exclude a pupil from school for any cause which she feels is adequate. The exclusion can be short-term (up to four days), long-term (up to forty days in a year) or permanent. In all cases parents will be informed in writing and will be invited to discuss the situation with the Headteacher or the Chair of Governors. Parents have the right of appeal to the governing body in the case of exclusions. The LA will also be informed. The

school is linked with another school in Brinnington where it may be possible to provide education at another site during any period of exclusion.

Special Educational Needs

Every child has needs that are special. Here at Ladybridge Primary School we aim to ensure that every child reaches their full potential. Children with Special Needs include those with learning, emotional, physical, social and behavioural difficulties. We aim to provide an effective and appropriate learning programme rich in opportunities and wide in experience for every child in school. We use differentiated work and individual educational programmes/interventions, plus a variety of teaching methods- individual, group and whole class. A range of assessments is undertaken by teachers, the Learning Support Service and the Educational Psychologist, to identify pupils with Special Educational Needs. If pupils meet the agreed Stockport criteria for their level of difficulty they may be identified on one of two stages, SEN support or Statement/Educational Health and Care Plan. All of these children will have SEN support involved in developing and reviewing these terms or an Access Plan. You will be given a copy to keep. Copies are kept of all assessments carried out. The Inclusion Co-ordinator is available to talk to parents about their child's support and provision. This is currently Mrs Lanzara. The school uses its resources to fund as many Teaching Assistants as possible, primarily to support pupils with Special Educational Needs.

Our commitment to Special Educational Needs is further enhanced by being one of a number of mainstream primary schools in Stockport to be Resourced. This means that we take up to nine pupils with severe/complex and profound/multiple learning difficulties throughout the Primary age range. These children are taught alongside our mainstream children. Specific elements of this resourcing include the provision of one teacher and six Resource Support Integration Assistants (RSIA); a fully accessible building; a modified bathroom; a Resource Room available for withdrawal teaching sessions and used by other visiting professionals; a light stimulation room; access to paramedical and peripatetic teaching staff (both to provide resources and to support the children's learning) and the use of signing to support the children's understanding. The policy for Special Educational Needs has been amended in line with the Code of Practice 2014 and is reviewed annually by the Governing Body and along with our School Offer can be viewed on the website.

In school there is a Learning Mentor, who supports children and their families who works across the school. The Calm place is a room where children and adults can work in a special environment individually or in small groups.

Ofsted Inspection

The school was inspected last in February 2014. The school was graded as **GOOD**. Parents may access the most recent school inspection report at www.ofsted.gov.uk/inspection-reports/find-inspection-report

School Organisation

The school is organised on the basis of one teacher per class. Currently all classes have a single year group. All classes comply with the requirement that all classes have 30 or less pupils. Each class is made up of pupils with a range of abilities. Children in all classes are supported by teaching assistants, on a part-time or full-time basis, who work with

the class teacher in various ways and support pupils with Special Educational Needs and Disabilities.

Nursery

The Nursery has forty part-time (2.5 days per wk) places. It is staffed by Mrs. Goodwin, the Nursery teacher, and Mrs. Reeder, the Nursery Nurse. Places are allocated following the guidelines set out by Stockport Local Authority. If the Nursery is not full there may be the opportunity to purchase additional sessions beyond the 15hrs free entitlement.

School Times

Nursery	Early Birds	Mon & Tues 9:05-3:05 and Wed 8:55-11:55
	Night Owls	Thurs & Fri 9:05-3:05 and Wed 12:20-3:20
Key Stage 1 (Infants) and Reception	Door opens	8:45
	Start	8:55
	Lunchtime	12:00 - 1:10
	Finish	3:20
Key Stage 2 (Juniors)	Door opens	8:45
	Start	8:55
	Lunchtime	12:15 - 1:10
	Finish	3:20

Hours

The total teaching time in a school week, excluding the daily act of collective worship, breaks and registration, is 22.15 hours for K.S.1 and 23.33 hours for K.S.2.

Holidays

A list providing holiday dates and in-service training days is provided once a year and are shown below. In line with Government guidance parents are requested not to book holidays in term time. If you wish to request term-time absence then a meeting must be arranged the Headteacher prior to booking to explain how the request meets the criteria of an exceptional circumstance. The Headteacher will then decide whether to authorise the absence or not, depending on authority guidance.

HOLIDAY LIST 2014 - 2015

	<u>School Closes</u>	<u>School Re-opens</u>
Summer		Tuesday 2 nd September 2014
Autumn Half Term	Thursday 23 rd Oct	Monday 3 rd November 2014
Christmas	Friday 19 th Dec	Tuesday 6 th January 2015
Spring Half Term	Friday 13 th Feb	Monday 23 rd February 2015
Easter	Thursday 2 nd April	Monday 20 th April 2015
Whitsuntide	Friday 22 nd May	Monday 8 th June 2015

Summer Friday 24th July 2015

May Day Monday 4th May 2015

The holiday dates include the following In-service training days for Staff:-

Monday 1st September 2014

Friday 24th October 2014

Monday 5th January 2015

Monday 27th July 2015

Tuesday 28th July 2015

The Curriculum

Nursery

In the Nursery we follow the Early Years Foundation Stage Curriculum, new in September 2012. Seven areas of learning are prescribed consisting of three prime areas (Personal, Social and Emotional Development; Physical Development and Communication and Language) and four specific areas (Literacy, Mathematics, Understanding the World and Expressive Arts and Design). The three prime areas underpin the whole of each child's learning which is based on play.

Reception

The Early Years Foundation Stage Curriculum is continued in our Reception class and leads naturally onto the National Curriculum. In the Foundation Stage the emphasis remains learning through purposeful play. Some children may require, due to their level of development, that this curriculum be continued into Year 1.

Organisation of Learning

Pupils may be taught individually, in groups or as a whole class depending what is the most appropriate to deliver a particular learning experience. Pupils are regularly assessed and are able to move from one group to another. This allows teachers and teaching assistants to tailor their teaching to the needs of the children.

Curriculum Overview

The school aims to provide a broad, well-balanced curriculum through which children develop knowledge, skills and personal attributes. The National Curriculum forms part of the school curriculum through the core subjects of English, Mathematics, Science and Information and Communications Technology and the foundation subjects of History, Geography, Design and Technology, Art, Music and Physical Education. Religious Education (based on the Stockport Agreed Syllabus), and Personal, Social, Health Education and Citizenship are also taught. Some of the curriculum is taught through cross-curricular themes while other parts are taught as discrete subjects. The curriculum is organised so as to promote progression and continuity throughout the school.

English

Through reading and writing children access all the subjects as well as developing their own imagination. The teaching of reading and writing, therefore, is given a high priority at Ladybridge Primary School. All children take part in a Literacy Hour every day. The Literacy Hour unites the teaching of reading and writing through a structured approach. As children become literate they should read and write with confidence, fluency and understanding. In their reading children will use a range of reading materials. Our main reading scheme is Oxford Reading Tree, however this is supplemented in the earlier stages by PM starter books and there are also other books from Big Cat Collins and Rigby Lighthouse series. Children take home a reading book every day and a home: school reading diary. They also have the opportunity to regularly take home a book from the school library. All children in KS1 and some in KS2 take part in daily letters and sounds sessions to develop their understanding of the phonic system. They will also learn to plan, draft, revise and edit their writing. Children will develop an understanding of the spelling system and use this accurately when they write. Grammar is studied weekly.

Mathematics

At Ladybridge Primary School we aim to provide each child with a broad and balanced experience of mathematics in line with the New National Curriculum. Our structured approach aims to give each child an understanding of patterns and processes of number, calculation, measure, statistics, shape and space. We aim to instil an enthusiasm and confidence with mathematics that equips the children for life. Times tables facts forms a key part of the curriculum, children are expected to know all tables to 12 x 12 by the end of year 4, to facilitate their learning in other mathematical areas.

Mathematics, including numeracy, receives a high priority at Ladybridge Primary School. We place an emphasis on practical and concrete experience. Through the structure of our lessons we aim to improve each child's mental agility to enable them to gain in confidence and accuracy when applying skills to new situations throughout the curriculum.

Through our Daily Maths Lesson we aim to stimulate and foster an enjoyment of maths. This enables each pupil to see the purposes and uses of what they are learning. Children also participate in a weekly 'Big Maths' session, where gaps in understanding are addressed, to strengthen their mathematical understanding.

Science

Science develops the pupils understanding of the world in which we live. Science is taught throughout the school, through topic work or as a discrete subject, following the National Curriculum 2014, which ensures continuity and progression. Pupils are taught how to plan and carry out scientific investigations and gain scientific knowledge through practical activities wherever possible.

In KS1 children are taught about materials and living things. In KS2 children build on their previous experiences but focus on the relationship of scientific concepts within everyday life.

Computing

In computing we aim to promote expertise and confidence in the use of digital equipment, including computers, tablets, recording devices, electronic mail and programmable robotic toys. We balance all three strands of the new National Curriculum (computer science; information technology and digital literacy) so that the children receive a broad understanding in their learning.

Computing is also an essential tool for the delivery of other areas of the curriculum. The school is fully networked and has broadband connectivity. There is an 'e learning centre' where the whole class can work on computers as well as those in classrooms. All classrooms and the suite now have electronic whiteboards to support learning across the curriculum.

Children are also taught about issues relating to cyber-bullying and internet safety.

History

In studying the themes embodied in our History curriculum we aim to develop an understanding and enjoyment in finding out about how people lived in the past and the major events that have shaped the present. At K.S.1 children will learn about what life was like in the past and they will compare objects like toys from the past with those from today. They will also discuss how we grow and change and learn that this is the passage of time. At K.S.2 children will investigate the nature and value of historical sources and will study in detail other historical times such as Roman, Egyptian and Greek civilisations, the Tudors and the Victorians. Children will further develop their understanding of the past through a range of sources and historical visits.

Geography

Geography is taught through a number of themes, including Water, The Americas, UK Geography, Natural Disasters and Local Area. Pupils use observation and fieldwork techniques to collect geographical data. They also use a range of other sources to collect information to help them to answer geographical questions such as What is it like?, Why is it like this? and How is it changing? Children are also encouraged to take care of the environment and to become aware of their impact on the world.

Design and Technology

In Design and Technology children acquire the knowledge and skills required to design and make a range of products. By carrying out practical activities children learn to use a variety of tools and techniques safely and accurately. Children also have the opportunity to investigate and discuss a range of made objects and evaluate their work to appreciate the impact of Design and Technology on their everyday lives.

Art

Art in Ladybridge Primary School has a two-fold purpose-

- To encourage individual children to become skilled and knowledgeable about different art media and artists.
- To enhance the environment of the school.

Both purposes have a positive effect on the school community.

Music

At Ladybridge Primary School we seek to develop our children's creativity and sensitivity to music in its various forms. Children are actively involved in listening, composing and performing in class lessons and whole school performances. Where possible, visiting music specialists further enhance the curriculum. Opportunities are provided for pupils to sing as a whole school on a regular basis.

Physical Education

Children at the school take part in 2hours PE each week in line with the Government guidance. We encourage the children to develop physical skills and improve body

awareness through a continuous and progressive programme. At Ladybridge Primary School we seek to develop the potential of each individual so that every child can experience the excitement of learning and performing new skills. We aim to develop children in terms of skills in movement, co-ordination and self-confidence and to provide the opportunity for each child to reach his/her full physical potential as a learner through a balanced programme of activities. Children in Years 4 - 6 will have the opportunity to attend swimming lessons each year.

The school has a successful football team and the staff have a number of coaching qualifications including football and cricket.

The sporting aims of the school are to 'ensure that every child is enabled to reach their developmental potential by the participation, co-operation and teamwork involved in playing sport. Every child will have the opportunity to take part regardless of their ability or Special Educational Needs.'

Religious Education

Ladybridge Primary School is a non- denominational school. The R.E. taught is broadly Christian, but also includes the study of the Jewish, Hindu and Muslim religions. All activities are based upon the Stockport Agreed Syllabus and its accompanying scheme of work. We aim to develop tolerance and respect for differences through the exploration of faith and belief.

Personal, Social, Health Education and Citizenship

Health Education at Ladybridge Primary School aims to promote healthy lifestyles by giving the children the knowledge and understanding of health issues needed to make informed personal choices. As part of a positive whole school approach to health the two keys topics of Drugs and Sex and Relationships Education will be included. High priority is given to the development of children's emotional and social skills, which have a profound effect on their ability to learn. The school follows the SEAL programme (Social and Emotional Aspects of Learning) and the Stockport Spiral curriculums.

Languages

Experiencing a language from an early age is enjoyable and helps provide the foundation for later learning. At Ladybridge we teach French from Year 3 to Year 6 through formal weekly sessions supported by regular practise, such as answering the register.

International Dimension to the Curriculum

Ladybridge has links with schools in Abuja, Nigeria, and schools in Cape Town, South Africa. We have shared curriculum projects, such as letter writing and art/printing textile work. These activities are designed to give our pupils connections with the lives of children, just like them, in other parts of the world. In the Autumn Term 2010 teachers and children from our partner schools visited us. In April and October 2012 a second visit by teachers occurred. This project has been supported by the British Council.

Right of Withdrawal

Parents have the right to withdraw their children from Collective Worship, Religious Education and certain parts of the Sex and Relationships Education programme (i.e. those not included in the Science curriculum). Please make an appointment with the

Headteacher to discuss the issues before you decide to exercise the right of withdrawal.

Additional Information

Assessment

Your child's progress is monitored by on-going teacher assessment. In the Reception class children will be assessed throughout the year using observations which will be summarised in a data package. At the end of Year 2 pupils will undertake Standard Assessment Tasks/Tests and at the end of Year 6 Standard Assessment Tests. Your child's written report at the end of Y2 and Y6 will include an insert that gives your child's Teacher Assessment Levels and Task/Test results. Children undertake a range of assessments in English and Maths throughout the school.

The school's Y6 (KS2) results for 2014 are shown below. This information includes all our Y6 pupils, including those with Special Educational Needs who may be below the level of the tests.

66% achieving Level 4 or above in English and Mathematics

80% of children making expected progress in Reading

83% of children making expected progress in Writing

87% of children making expected progress in Mathematics

31% of children achieving Level 5 or above in Reading

31% of children achieving Level 5 or above in Mathematics

16% of children achieving Level 5 or above in Writing

Parents may access the School Performance Tables published by the Secretary of State on the Department of Education's website on

www.education.gov.uk/schools/performance/

From July 2016 tests at the end of Y2 and Y6 will be revised in line with the new National Curriculum.

Attendance

All parents are given a copy of the school's attendance procedures which aim to promote high attendance and punctuality and, therefore, to improve children's achievement.

These procedures have been produced through consultation with the Children and Young People's Workers (previously Education Welfare Service) and have been approved by the Governing Body. Parents are asked to inform school by phone or text on the first day of a child's absence. If your child is late please bring them to the office. The office staff will call anyone on first day of absence if no message is received. The Education Welfare Officer visits school fortnightly and looks at all registers. If attendance is unsatisfactory the EWO may make a home visit or the Headteacher may invite parents into school. Pupils who maintain 100% attendance in a half-term are given certificates at a merit assembly. Each half term each child will bring home their register sheet colour-coded Red, Amber and Green relating to their level of attendance.

Please contact school if you are expecting your child to be off for more than 15 school days, due to a medical condition, so that a referral to the Home:Hospital Teaching Service can be made.

Attendance for 2013-2014 was 93.1%

Authorised absence was 3.96%
Unauthorised absence was 1.47%

Change of Circumstances

Should your address or telephone numbers change or pick-up procedures differ from usual, please inform the school so that our records can be updated. It is important to maintain accurate information on every child.

Charging and Remissions Policy

The Education Reform Act maintains children's right to free education during school hours. Visits and visitors make a valuable contribution towards stimulating and enriching the learning opportunities in school. The pressures on the school budget are such that in order to provide visits it is necessary to ask for voluntary contributions. There is no obligation to contribute and children will not be excluded if no contribution is made. School's ability to run trips, however, is dependent upon the voluntary contributions we receive from parents.

There are exceptions to the provision of free education-

- a. Residential trips distinct from the curriculum,
- b. Lost or damaged library books, reading books, reading book bags, exercise books,
- c. Individual music tuition,
- d. Damage to property or equipment,
- e. Organised trips outside the school day.

Clubs

There is a Breakfast Club held in the Hall where healthy foods are served from 8:00 until 8:30. All items are 20p each.

We are able to provide a range of out-of-school activities, such as football, keyboards, sewing, handball and many more. These may change on a termly basis. A Homework Club gives children the opportunity to complete their homework in a quiet and relaxed environment with the support of teachers or teaching assistants.

Equal Opportunities

The staff of Ladybridge Primary School is committed to providing equal access to the curriculum for all children, regardless of ability, gender, disability, race or religion. The Resourced status of Ladybridge Primary School gives greater opportunities for more inclusive education for all children. The Equal Opportunities Policy in employment reinforces the commitment of the Governing Body to equal opportunities in appointments of staff.

Homework

All children in school have homework, which seeks to build on the skills and knowledge that they have been learning during the day. All children take home a reading book every day. Please listen to your child read as often as possible and record any comments in the home:school reading diary. Other homework includes spelling, writing, mathematics and theme related work. The amount of homework increases as children move through the school. The support of parents in helping children when needed with homework and

ensuring that completed homework is returned to school on time is extremely important. The Homework Policy is provided for all parents as children enter school.

Jewellery

For safety reasons jewellery should not be worn in school. The only exceptions are watches, except those with alarms or games, and small stud earrings. Pupils wearing earrings will not be able to go swimming or take part in P.E.. Children must be able to remove their own earrings for P.E. or swimming and cannot take part for around five weeks after piercing.

Medical

Parents are asked to inform school of any medical conditions on the admissions forms and are asked to keep the school updated of any changes. The development of the children is monitored, throughout the primary years, by the school nurse and parents may ask for advice at any time. Reception children are routinely checked in January and many have further medicals in Year 3. Parents are asked to complete a medical questionnaire about their child during the last year of primary education and where necessary some children may be examined at this stage. The school doctor, school dentist and school nurse are provided by the District Health Authority, which is responsible for the medical provision in schools. Referrals may be made for medicals if children are at particular stages on the Special Needs register, are Looked After Children by the LA or whose attendance is low due to a number of medical absences.

Medicines/Medication

Parents should notify school of all their child's medical conditions and allergies. All older children who have blue asthma inhalers should carry them with them at all times, especially at play time, P.E., on visits and at swimming. All inhalers must be named. These cannot be overdosed and cannot harm other children. Younger children may need to be supervised when taking their asthma medication, which is retained in the classroom and with the lunchtime first-aider at lunchtime. Pupils are able to access these as required. Other medicines must be handed to First aiders. Parents must give permission in writing for all medication to be given, at what times and in what dosage. Forms are retained in the Staff Room. Parents of children with complex medical needs will need to complete a medical plan to support their child in school.

First Aid will be administered in school. Any serious injuries and all head injuries will be reported to parents as soon as possible. Please ensure that emergency contact numbers are up to date in the office in case we need to contact you if your child is ill or injured.

Pastoral Care

During the day your child's welfare is the responsibility of his/her class teacher. The class teacher needs to be aware of any issues that are likely to affect your child's emotional state, behaviour or progress. You are welcome to come in to school and discuss these issues with the class teacher or the Headteacher in confidence. At break times there is at least one member of staff on duty in each playground. At lunchtime the children are supervised by a Midday Supervisor and the Midday Assistants.

Personal Property

Children are not allowed to bring toys, football cards, etc., to school as experience has shown us that this can lead to arguments or upset when they are lost or damaged.

Mobile Phones

Pupils are not allowed to have mobile phones during the school day. If you need to contact your child during the day this should be done via the school office. All pupils must hand in their phones at the start of the day to the school office. These will be placed in the safe for collection at the end of the day.

Pupil Premium

Schools are required from September 2012 to provide details to parents of how the Pupil Premium Grant has been deployed. The amount of money given to schools is based upon numbers of Free School Meals children. The aim is to provide opportunities and provision which narrows the gap in performance between our most vulnerable and the rest of our children. The performance of all children is carefully monitored through termly progress meetings and the use of PPG will form part of this discussion. The allocation for the school in 2012/13 was £56,400 in 2013/14 it was £77,400 and in 2014/15 it is £106,600. We have used these funds to employ an Every Child a Reader teacher and an Every Child Counts teacher; to fund Play Therapist hours to support vulnerable pupils; provide training for all support staff in Stockport Early Reading Intervention (SERI) and Letters and Sounds programmes and to supplement the Y5/6 outdoor/adventurous residential visit.

School Lunch and snacks

Cooked lunches are provided at Ladybridge Primary School by a catering company called Dolce or children may bring a packed lunch. Dinner money should be sent in a sealed envelope with your child's class and name marked on the envelope on Monday mornings. Cheques should be made payable to Dolce. Only children from families who are in receipt of Income Support/ Income Based Job Seekers Allowance/ Income related Employment Support Allowance/ Child Tax Credit but who are not entitled to Working Tax Credit and whose income does not exceed £16,190, are eligible to receive free school meals. No glass bottles, vacuum flasks, fizzy drinks, sweets or nuts in lunchboxes please. All children are provided with bottled water that they can access throughout the day. Milk is provided in Nursery and Reception. All infants are provided with fruit each day. Juniors can bring fruit. The Snack Club is available at morning break selling healthy snacks at 10p each or toast can be provided at 12p per slice.

Transfer

If you want to transfer your child to another primary school then this will need to be arranged by the Local Authority through www.stockport.gov.uk/school_admissions. School will ensure that your child's records are then sent to their next school helping to provide continuity and progression in their education. Every child in the country now has a Unique Pupil Number (UPN), which moves with them from school to school.

Each secondary school in Stockport has a geographical area around it called the priority area. Attendance at a primary school does not give a priority place at a secondary school unless you live in the priority area. The majority of pupils from Ladybridge Primary School transfer to Cheadle Hulme High School or Stockport Academy.

Travelling to school and Parking

We encourage all children to walk to school to promote health and reduce congestion. Two cycle sheds have been provided and parents will need to complete a form if they would like their child to bring their cycle to school. Children also require a helmet and a

cycle lock. To aid congestion and help keep all children safe we ask that no parents park inside the school car park unless they are dropping off/ picking up Nursery children or our Resourced children. Only vehicles bringing our Resourced pupils should park in the disabled parking section or adults with valid disabled badges. Please leave cars at the park car park. The path through the adjoining park increases safety for all our community so please use this when possible.

Uniform

School uniform is actively encouraged as it helps children to identify with their school and be proud to be part of it. We do expect that children representing the school, e.g. in a match, wear school uniform. School uniform consists of a jade sweatshirt/ cardigan, white polo shirts and black/grey trousers/skirts. For summer girls can wear green and white dresses. Children must not wear football shirts, jeans or track suits for school. All children must change for P.E. into pumps/trainers, shorts and t-shirts (not baggy). A sweat-shirt and jogging bottoms are needed for outside P.E. in the winter. Sweatshirts and polo-shirts with the school logo can be purchased from [Tesco.com](https://www.tesco.com). Please make sure all uniform, coats and P.E. kit have your child's name so they can be identified if miss-laid. Clothing grants are not available for primary aged children.

Procedure for Complaints

The Secretary of State stresses that the concerns of parents, and others, should be dealt with, as far as possible, on an informal discussion basis with teachers and head teachers. If the complainant still remains dissatisfied after this stage has been exhausted then the formal procedures adopted by the L.A. come into effect. Local arrangements should ensure that full, fair and speedy consideration be given to a complaint at every level.

An example of these levels are as follows:-

Stage 1 (informal) Concerns expressed by parents and others should be discussed with those directly involved with the issue, i.e. teacher/ head teacher.

Stage 2 (formal) If the matter is not fully resolved it may be referred to the Chair of the Governors or a sub-group of the governing body for their consideration.

Stage 3 (formal) If the complainant is still dissatisfied the matter will be referred to inner L.A. procedures. If it is necessary that the complaint proceeds to the final stage then elected members must be involved.

Stage 4 (formal) In the final instance the complaint will be referred to the Secretary of State for his/her consideration.

*I hope this prospectus provides you with all the information you require.
If you have any further questions then please contact me on 428 5445.*

Mrs C.Lyall - Headteacher