

Smithy Bridge Foundation Primary School

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Information Leaflet,
Prospectus and
Application Form
to apply for a place
during the School Year 2011-2012

*(Not for Nursery Year applications –
please see separate leaflet)*

Published by the School Governing Body in September 2011

Smithy Bridge Foundation Primary School

Admissions to the School during 2011 -2012

This booklet contains information about Smithy Bridge Primary School, as well as an application form for a school place in any age group except the nursery year. Please use the application form if this school is your FIRST CHOICE for your child. If another school is your first choice you must use that school's application form.

If you apply for a place at the school, you will be notified as soon as possible, usually within 10 to 15 days, whether or not your child has been offered a place at Smithy Bridge Primary School.

If your child has been unsuccessful, you will be asked if you wish your child's name to be added to the waiting list for places at this school, and/or if you wish to appeal against the decision of the school's governors.

Please ensure that, before handing in the application form, you have read through the information sheets attached, particularly the Admissions Policy for Smithy Bridge School, which explains the method used by the School Governors in allocating places at the school, and your right of appeal against the Governors' decision, in certain exceptional circumstances.

The school is proud of the academic standards achieved by its pupils. The last inspection of the school took place in February 2009 and the ensuing report describes the high standards of the school in very complimentary terms, it was judged to be 'outstanding'. Details of this inspection report are available on the school inspection (Ofsted) website at www.ofsted.gov.uk under Rochdale Local Education Authority – primary schools section, or ask at the school office for an official summary of the document

Smithy Bridge Foundation Primary School

Admissions Policy

Method of Allocating Places at Smithy Bridge School

(approved by the Secretary of State for Education in April 1992 and amended in 1996, 1999, 2003 & 2004)

The school's standard admission number is 60 places within each full-time year group. If the number of applicants does not exceed this number, then all applicants will be admitted. However, parents/guardians should be aware that in recent years, places have been insufficient to meet demand.

Therefore the Governors have determined that if the demand for places at Smithy Bridge School exceeds the number of places available, places will be allocated in accordance with the following categories, listed below in priority order, until all the available places have been allocated:

(a) Social, Medical and/or Psychological grounds

Children who are in the care of the Local Authority or at the centre of a child protection concern, or who are placed on the Child Protection Register will have priority admission. Next are children for whom there are medical / psychological grounds to support their need to attend Smithy Bridge Primary School. If parents or carers intend to seek priority on any of these grounds, a letter or certificate from the relevant social worker or medical practitioner is to be attached to the application form at the time of making application for a place.

Should there be insufficient places to meet applications made under this priority, then the children will be admitted in age order, the oldest first, to the available places.

(b) Sibling Priority

Children who have an elder brother or sister attending Smithy Bridge Primary School at the time of making application. (Please note that attendance at Smithy Bridge Primary School Nursery by the child or by a sibling does **not** give an automatic right of a place in the school's Reception Class.) Brother or sister in this context means a child who is living full time in the same family home as the sibling(s). Part-time residence does not count.

Should there be insufficient places to meet applications made under this priority, then the children will be admitted in age order, the oldest first, to the available places.

(c) Proximity of child's home address to the school

After the above priority cases, all other children, whose parents have made Smithy Bridge Primary School their first choice, will be allocated places according to the relative proximity of where they live to the school (measured directly from school to the child's home), but paying attention also to the principle of ease of access to the school for those living in outlying rural areas, with those living nearer being accorded the higher priority until the reception class places are all allocated.

Please note that the governors are unable to take into account the proximity to the school of another relative who is not the parent or any other person who provides care for your child.

Accuracy of Information:

Failure to disclose a change of address, or the giving of any false or misleading information in order to procure a place at the school may result in the withdrawal of an offer of a place at the school. You may not use any address on the application form other than the one at which your child normally lives. Therefore a relative's address or a child-minder's address cannot be given on the form as the child's home address.

Moving Home:

If you have selected Smithy Bridge School for your child because you expect to move into the locality in the near future, the governors will not take this into account unless you quote your proposed date of removal and provide written confirmation of the date of exchange of contracts from your Estate Agent or Solicitor.

If your child's home address changes in the period between making an application for a place at the school and the closing date for applications or there are any other significant changes in the information given on your application form, you **must** inform the school **in writing**, to request that your application form be amended by the school on your behalf.

Maximum Class Size Regulations:

Under recent government regulations, infant class sizes cannot go over 30 pupils, save in the most exceptional of circumstances. Under Section 1 of the School Standards and Framework Act 1998, no infant child (i.e. Reception Year, Year 1 or Year 2) can be in a class of more than 30 pupils from September 2001. This means that it is unlawful for any admission authority to allow infant class sizes of more than 30 from that date.

Appeals for places

If your child is not allocated a place, then in certain circumstances parents/guardians have the right of appeal against the decision, to an independent Appeals Committee as laid down in Government regulations. Details of how to appeal are available from the education dept. or the school office, and will be sent to parents on request. Please note however, that the class size rule above dictates how many children can be accepted by the school. The Governors of Smithy Bridge Foundation Primary School consider that to admit additional pupils to the School would prejudice the efficient education and the efficient use of resources under Section 86 (4) of the School Standards and Framework Act 1998 by causing the statutory limit of 30 pupils in infant classes (i.e. Key Stage 1) to be exceeded.

Further Help:

If you require any help with making an application for a place for your child, please contact the Headteacher at the school.

Smithy Bridge Primary School

MISSION STATEMENT

Our school seeks to provide a safe and secure child-centred environment, in which all are able to maximise their full potential. This is achieved through dedication to quality in every aspect of school life.

AIMS

We are committed to:

a positive ethos with an emphasis on praise, reward and appreciation which recognises that happy motivated children are most likely to achieve their full potential

the provision of excellent teaching and learning experiences for all children

encouraging children to be independent learners through the provision of a learning environment that enables them to make real decisions and apply appropriate strategies

maintaining the learning environment to high standards

ensuring happiness is an essential part of school life

encouraging mutual respect for other people's ways of life, other people's beliefs and other people's property

Smithy Bridge Primary School (Foundation)

Bridgenorth Drive, Smithy Bridge, Littleborough, Lancashire, OL15 0DY

PROSPECTUS

(PUBLISHED 1ST SEPTEMBER 2005)

Please note that the information and particulars herein contained are correct in relation to the School Year 2010-11 as at compilation date of 1st September 2010. It should not be assumed that there will be no changes affecting the relevant arrangements or such information and particulars either before the start of or during the present school year, or in relation to subsequent school years.

Standard Admission Number: Year	60 pupils per year group, from Reception to Year 6
Published Admission Number:	60 pupils for the Reception Year intake
Approx. number of pupils in the school:	470, including 52 half-time places in the Nursery
Headteacher:	Jane George
Deputy Headteacher:	Helen Johnson
Chairman of the School Governing Body:	John Porter
Visiting Arrangements:	To arrange a visit to the school, parents are asked to contact the headteacher to make a mutually convenient appointment.

Smithy Bridge Primary School is a Foundation co-educational comprehensive day primary school with a Nursery Unit as an integral part of the school.

General Information

The school as a foundation school, is a state primary school, and therefore no fees are payable. The school was Grant Maintained until September 1999, and from that date became part of the Rochdale Local Education Authority.

The school strives to provide a happy, purposeful environment where every child is encouraged to develop to his or her full potential, both as a sound preparation for secondary education, and also for a fulfilling adult life in years to come.

Discipline is a high priority within the life of the school, all children being encouraged through praise and reward to behave in an acceptable way, to respect others and to put their best efforts into their school life.

The Curriculum

Within a carefully structured delivery of the National Curriculum, the school uses the core curriculum areas of English and reading (literacy), mathematics (numeracy) and science as a basis for its broad, balanced, relevant and differentiated curriculum. This embraces the other subject areas of information technology (computer use), design and technology, art, PE, music, history and geography as well as RE.

The curriculum to be covered each term by each class is notified in advance to all parents at the start of each term. Should prospective parents wish to have further details of the content for each or any year group, such information can be obtained from the school office.

The school aims to celebrate and encourage the achievements of each individual pupil.

Although the school is relatively large, the staff work hard to provide a coherent school structure which is as personal as possible to each child. The school organisation is divided into three sections: the Foundation Stage (Nursery and Reception years), National Curriculum Key Stage 1 and Key Stage 2, each of which is led by a senior member of staff, responsible to the Head and Deputy Head.

The majority of the teaching staff of the school have a curriculum responsibility, and the school has policy documents reflecting how each subject of the National Curriculum is to be delivered in this school.

The school's policy on teaching styles reflects a carefully planned and balanced mixture of whole class teaching, group teaching and individual help. Whole class teaching may for instance be used to begin a new topic, but this will be differentiated to ability group needs as appropriate to the children being taught. Ability groups are used to divide the year group up for older children's maths and English teaching.

Religious Education is provided for all pupils, bearing in mind the right of parents to withdraw their child from such lessons as well as Religious Assemblies if they so wish. This should be discussed with the Headteacher before any action is taken. The school does not provide alternative R E lessons, but will consider allowing a child study facilities for R E work set by the family's own religious leaders. The R E teaching given by the school is broadly Christian, but in line with the Rochdale Agreed Syllabus, covering other major world faiths as appropriate to the children's age and understanding.

Sex Education is taught to older pupils, normally as part of project work on the human body, but parents are warned in advance so they are ready for their child's questions. Some parents may have concerns about their child's education in this sensitive area of the curriculum; their wishes are treated with respect and considered carefully.

Should there be an occasion where a parent has a complaint about the conduct of the school or its curriculum, there are school policy documents on how such

complaints are to be handled and what the parents' rights are in such matters. This information is available from the school office on request.

All parents have the right of access to curriculum documents, statutory instruments, HMI and OFSTED reports on the school, work schemes and syllabuses, charging and remissions policy, etc., all of which can be inspected at the school office, and if appropriate, copies can be obtained by parents.

At the start of the Reception Class year of full-time education, the children are allocated to one of two parallel classes of mixed ability, sex and age. There are two classes per year group right through school, and no 'mixed age group' classes.

Children who have special educational needs are taught as far as is possible within the normal classroom work of the school. The school has a designated Special Needs Co-ordinator, and she works closely alongside the support agencies and our own learning support assistants who are in turn helped by parent volunteers. The school has access to specialised assessment of special education needs, and specialist teaching materials and guidance, when appropriate. Children with Statements of Special Educational Needs are also taught and supported in the same way, but with the extra support that their Statement may entitle them to, coming from Rochdale Council Education Department staff as well as the staff of this school.

Progress and attainment of the pupils are closely monitored by the class teachers. Each child is assessed at the end of National Curriculum Key Stage 1 (end of Year 2) and Key Stage 2 (end of Year 6) for progress in National Curriculum subjects according to criteria set down nationally, and parents are informed of the outcome. In addition, a base-line assessment of all Reception Class pupils is undertaken to give the school an indication of each child's abilities as he or she starts full-time school. Regular testing is carried out each year to ensure children are making at least adequate progress as they move through the school.

At the start and the end of each school year, the school holds parents' consultation appointments when all parents are invited to come and talk over the work of their child. At the parental consultation towards the end of the Autumn Term, parents and staff can discuss academic progress etc. made to date. At the end of the year, the child's progress can be discussed alongside the child's own written Record of Achievement where the teacher, the pupil and the parent all contribute to a statement of the levels reached by the child, indicating what has gone well, and what needs more attention, as a target for the future.

Parents may also see their child's teacher at any mutually convenient time. Normally it is possible to have a quick word either on the phone or in person before or after school sessions, but if parents want a longer talk, this can be arranged easily.

The school sets formal homework for all year groups building up in quantity to Year 6, as it is considered home study is both very useful and is also a good preparation for secondary school life. All pupils are encouraged to read at home and be read to. On occasion, if an older child's work is getting behind schedule, the teacher may request that the child tries to do some catching up at home, if appropriate.

Pastoral care of the children

In case of accident at school, the staff will try to contact a parent, and in the meantime carry out such First Aid as staff qualifications allow, with referral to the accident unit at Rochdale Infirmary if necessary. Similar arrangements apply in cases of illness at school, with the sick child kept as comfortable as circumstances allow until either a parent or other nominated adult can take the child home.

Parents are asked to ensure that their children attend school regularly. When pupils have to be absent, parents should inform school as to the reason, to avoid an "unauthorised absence" being recorded against the pupil's name in the attendance register. The Education Welfare Service of Rochdale Council may be asked to look into unexplained absences or persistent problems with attendance.

In turn, the staff of the school are also very aware of their responsibilities towards the children. Their aim is to behave towards the children in the way one would normally expect of a reasonable parent. The children are supervised by teaching staff, nursery nurses or classroom support staff at playtimes and lunchtime organisers at the mid-day break.

The school also recognises its obligations to protect the interests of all the children it serves through its acceptance of the need for inter-agency co-operation for the protection of children from abuse. This follows on from the Children Act 1989, and means that there could be occasions where the school is under an obligation to refer specified professional concerns on children to appropriate agencies within Rochdale's child protection system.

Uniform

All children are expected to attend school wearing the appropriate designated uniform clothing. Parents can choose the style of garments in the approved royal blue and grey colour scheme. Some PE kit is essential. Further details are given in the school 'welcome' booklet.

School sweat-shirts and ties etc. can be purchased from the school office or on-line.

Discipline

The school supports an atmosphere of positive encouragement for good behaviour and quality work from every child. As the children get older, so the school expects their sense of self-discipline to develop. The school has basic rules which are listed in the school handbook given to all parents when their child is admitted to the school. The Home-School Agreement issued each year underlines the need for a positive working relationship between home and school in order to support each child to the full.

Any persistent problems or frequent infringement of the rules of the school will result in the child's parents being asked to speak with the head or class teacher to discuss measures to be taken in school to rectify the matter. It is hoped that support from home for the head or class teacher and the school will be forthcoming. It is important that both home and school are aware of the problem and are prepared to work together to try to solve it.

Tolerance, respect and an understanding of other peoples' ways of life and beliefs are all integral and important parts of the school's preparation for pupils to live in a multi-cultural society. Therefore bullying, racist or sexist behaviour or language will not be accepted in school.

Extra-Curricular Activities

The school aims to offer extra-curricular sports activities each term appropriate to the time of year. Over recent years these have included football (boys), football (girls), hockey, netball, rounders, and athletics. Currently the school holds trophies for football, (boys and girls) and athletics.

Music tuition is a feature of the school, and lessons are offered when available for: brass, woodwind, recorders, violin, cello, guitar and percussion. There are music groups, a school brass band and a school choir.

The school takes part in many inter-school sporting and musical events each year. For the last four summers our school band has been invited to take part in the prestigious National Festival of Music for Youth.

Educational visits are part of school life, and are usually paid for by the voluntary donations of parents, as per the Governors' Charges and Remissions policy document, copies of which are available from the school office. Year 6 pupils are usually offered the opportunity to take part in a residential visit, linked into their curriculum, during school term-time.

Friends of Smithy Bridge School Association

The school has a thriving Friends of Smithy Bridge School Association of which all parents, governors and staff are automatically members. Meetings usually take place in school, often with an informal get-together in the pub afterwards. Parents are invited to join in with the many fund-raising and social events held each year.

School Meals

The school's own catering staff provide excellent lunches each day, cooked on the premises. By far the majority of pupils eat a school lunch each day. There is a wide choice of food, and the meal is served cafeteria-style. The quality of the meal is far removed from the tasteless school lunch that all too many parents detested when at

school themselves. Special event meals are planned each term. Special diets can usually be catered for, including vegetarian meals. The school has been awarded the national Healthy Schools Award for health education and quality of provision (including our school catering) of which it is very proud.

Children may bring a packed lunch to school if parents wish. Children who bring a packed lunch are supervised in just the same way as those having a cooked meal. Parents are asked to consider carefully the contents of their child's packed lunch not only from the point of view of nutrition, but also for keeping fresh when left in a sandwich box in a warm school cloakroom.

Children are expected to behave in an acceptable way over the lunch break. Any child who will not co-operate with the instructions of lunchtime organisers or other members of the school's staff to the extent that they are spoiling the lunch break for themselves and others, may lose the privilege of being on school premises over the lunch break.

We extend our healthy eating to encouraging children to drink water regularly during the day, or they can have a drink of milk (from the fridge) at break. Children may join the 'fruit at school' scheme (which is free to children in Foundation and KS1 classes) or older children in KS2 who are not eligible for the free scheme may join the Breaktime Fruit service for a small payment each term which gives them a piece of fresh fruit or vegetables (e.g. carrot sticks) daily. We do not allow crisps or sweets as snacks at school but if children prefer, they may bring in their own fruit or vegetable snack.

Sporting Activities

All children take part in regular P E activities and older children in Key Stage 2 have a formal weekly outdoor games lesson when the weather allows. Team sports are taught within games lessons, and the school runs competitive teams in netball, football, athletics and rounders as voluntary out of school clubs. Parents assist in these sports activities.

Arts Activities

The school's emphasis on music links in naturally with the artistic life of the area. The school takes part in local music festivals, and has worked with the Bridgewater Hall in Manchester. The school brass band has been invited to play in London and Manchester as well as at local concert venues. A successful artist in residence scheme resulted in the painting of murals depicting local life and history. The school welcomes arts groups to perform in school each year, and all children are involved in performances of their own to which parents are invited.

School Facilities

The original buildings date from around 1900. From then they have been much altered and extended.

The Governing Body of the school has worked hard to improve the curriculum facilities and the school buildings, including much unseen but nevertheless vital health and safety repair work, culminating in major extensions and alterations to classrooms, a new music/study room, modernised school kitchens, renovated toilet accommodation, a First Aid Room, improved school grounds, a new library and larger new staff accommodation together with important security work to protect the children whilst at school. The most recent addition is a purpose-built nursery, classroom extension, toilet block construction and corridor, these were completed in September 2007.

School Session Times (Reception Year to Year 6)

Morning	9.00 to 12 noon	(Key Stage 1)
	9.00 to 12.15	(Key Stage 2)
Afternoon	1.10 to 3.30 p.m.	(Reception and Year 1 pupils)
	1.15 to 3.30 p.m.	(all other children)

Details of school terms and holidays can be obtained from the school office on request.

Attendance Summary Statistics (2010 - 11 school year figures)

Total number of pupils on roll of compulsory school age (i.e. excluding Reception and Nursery pupils): 363

Percentage of pupil sessions (half days) missed through authorised absence: 3.5%

Percentage of pupil sessions (half days) missed through unauthorised absence 0.4%

Further information

The school was inspected by Ofsted, the government's education watchdog, in February 2009 and the ensuing report describes the high standards and considerable academic achievement of the whole school in very complimentary terms, the school was judged to be 'outstanding'. Details of this inspection report are available on the school inspection (Ofsted) website at www.ofsted.gov.uk under Rochdale Local Education Authority – primary schools section, or ask at the school office for an official summary of the document.

You may also like to look on the internet at the school's website: www.sbs.rochdale.sch.uk which has lots of up to date information and pictures of school life.

Targets for the percentage of Smithy Bridge Primary School KS 2 pupils to achieve Level 4 in the Year 6 national tests (Level 5 is shown in brackets) in 2009 to 2011 are:

		MATHS	ENGLISH	
2009	targets	89% (33%)	89% (33%)	
	results	91% (43%)	98% (34%)	Both 91% (18%)
2010	targets	93% (45%)	95% (53%)	
	results	96% (49%)	93% (42%)	Both 89% (32%)
2011	targets	93% (53%)	97% (49%)	Both 91%
	results	97% (40%)	88% (40%)	Both 89% (27%)

APPLICATION FOR A PLACE AT SMITHY BRIDGE PRIMARY SCHOOL IN 2011-2012 FOR PLACE IN YEARS 1 TO 6

Please complete this form in **BLOCK CAPITALS**, and enclose your child's birth certificate and some means of checking your child's address (e.g. Family Allowance book) which will be returned to you.

Child's Surname.....

School use:
Birth Cert.
verified by:

Child's Forenames

Date of Birth **Boy or Girl?**

Postal Address at time of application

Post Code **Telephone - Day:**.....

Telephone - Evening:.....

This address must be the child's usual home address, at which the child resides. It must not be the address of a relative or child-minder. All addresses will be checked by the school.

School use:
Address verified by

My choice of school for my child is SMITHY BRIDGE PRIMARY SCHOOL

Are there MEDICAL and/or PSYCHOLOGICAL grounds that the Governors should consider as part of your application? **YES/NO**

If YES, please attach a note giving brief information, together with a supporting letter from your child's Medical Practitioner.

Which school is your child attending at present?

Please give name, postal address and the telephone number of your child's current school:

Are there ELDER BROTHERS OR SISTERS attending SMITHY BRIDGE PRIMARY SCHOOL? **YES/NO**

If YES, Name(s) of brothers /sisters.....

Class teacher's name or number of class at time of application:

ALL APPLICATIONS MUST BE SIGNED BY PARENT/GUARDIAN, please.

I have read and understood the information supplied by Smithy Bridge Primary School on applying for a place at the school for my child. I certify that the information I give above is true, and I undertake to inform the school in writing if any significant information changes, particularly my child's home address. I also understand that if my child attends a school other than the nearest school with available space to my home address, I will not be entitled to claim free travel from Rochdale Council between home and school.

Signed.....**Parent/Guardian** **Date**.....

Please print parent/guardian's full name: Mrs/Ms/Mr.....