

***Information for Parents
2023-2024***

***Councillor Lane,
Cheadle,
Stockport,
Cheshire.
SK8 2JF***

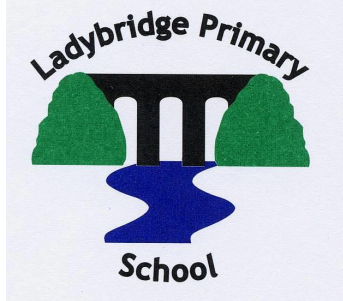
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School twitter @LadybridgePS

***Co-Headteacher Mrs Emma Hill
Co-Headteacher Mr Tom Bolan-Ashworth
Chair of Governors Prof Nick Silkas***



Ladybridge Primary School

Our Vision Statement

At Ladybridge Primary School, we aim to develop an environment where all children are valued as unique individuals and treated with fairness, care and consideration. Attitudes of mutual respect and tolerance for all are actively encouraged through the subjects we teach and the attitudes we instil.

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.

Core Values and Motto

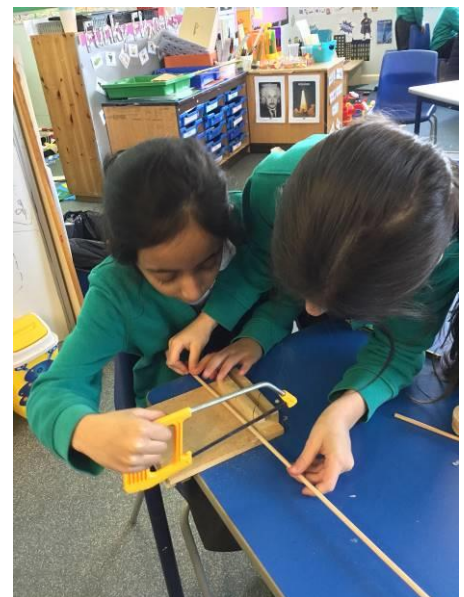
The core values at Ladybridge are: Respect, Aiming High and Resilience. Children are actively taught core values through all of their work in school. During each learning challenge children reflect on how they have worked towards the values in all aspects of their enquiry, knowledge and key aspects of their learning over a half term. The school motto is 'Be the best that you can be.' The school motto reflects the aspiration that all children can achieve irrespective of their starting point or background.

Curriculum Intention, Implementation and Impact

Intention – At Ladybridge it is our intention that children will have deep and interesting lessons in all subjects, all children have the ability to learn and achieve regardless of their starting point. Children will learn respect through inclusive and non-judgmental lessons and by all staff proactively challenging attitudes such as racism, sexism and stereotypes. We have high expectations for all children to aim high, we teach resilience skills so that all children can achieve.

Implementation - Children will work collaboratively using Drama, active learning and Kagan strategies, shared projects and through assessment for learning opportunities such as peer and self-assessment. Children will explore subjects through deep questions, they will have differentiated challenges.

Impact – Children will be deeply engaged in their learning. They will make links between subjects and develop personal values that equip them to be good citizens. All children will make good progress. It is the expectation that all non-SEND children will achieve age related expectations; that children with barriers for learning will achieve and that more able children will be challenged to work at a higher level.





Who we are

- Ladybridge Primary School is a Community Primary (3-11) co-educational day school. In other words, we are a mixed school of boys and girls with classes from Nursery to Year 6.
- Our Nursery class has part time and full time places, (15 or 30 hours).
- We have a breakfast club that runs from 7.45 in the morning and an afterschool club that runs until 5.55 Monday to Thursday and until 5.25pm on Friday. The cost for this provision is very competitive, £3.00 for breakfast club and for afterschool club, £6.50 until 5pm and £7.50 until 5.55pm (5.25pm on Friday).
- The school has resourced status, with the inclusion of pupils with Severe/Complex and Profound Multiple Learning Difficulties. This means we have a Resource class for 8 children with a variety of significant learning difficulties. They are an important part of our school and help to support our very inclusive ethos.
- The school building was officially opened in 2002 replacing an earlier school on the site which some parents and grandparents still remember as they came to our old school. Our school is purpose built, light and attractive.
- Teachers and children are able to work in an environment of the highest quality. We are proud of our school and work hard to keep it looking good.
- We have extensive outdoor facilities, including two large playgrounds, a playground and outdoor learning area for the use of Early Years children, a field for sporting activities as well as a science and wildlife garden. We are always looking to enhance our outdoor provision, we have a high quality outdoor classroom in the Early Years area and have planted trees around school. We want our children to have access to learning opportunities outside of the classroom.

		Role in school	Additional responsibility
Emma Hill		Co-Headteacher	Safeguarding/Health and Safety
Tom Bolan-Ashworth		Co-Headteacher	Safeguarding
Teaching staff			
Abigail Irving	Year 6 teacher		
Amy Davies	Year 5 teacher	Deputy Headteacher	Safeguarding
Bethany Brownrigg	Year 4 teacher		
Emily Burke	Year 3 teacher	SENCO	
Rachel Evans	Year 2 teacher		
Sarah Woodworth	Year 1 teacher		
Kim Goodwin	Early Years teacher	Early Years/KS1 Leader	
Helen Parker	Resource teacher		

Mainstream School Support staff

Amy Banwell	HLTA/Midday Assistant		
Liz Milner	HLTA		
Neve Taylor	HLTA		
Hina Alam	HLTA/Midday Assistant		
Vicky Twyford	Nursery Nurse/After School Club		
Margaret Taylor	Teaching Assistant		
Janet Chantler	Teaching Assistant/Midday Assistant		
Ramla Delil	Teaching Assistant/ Midday Assistant		
Toni Harrison	Teaching Assistant/ Midday Assistant		
Syeda Hasan	Teaching Assistant/ Midday Assistant		

Resourced Base Support Staff

Deanna Dixon	Teaching Assistant/_Midday Assistant		
Laura Butterfield	Teaching Assistant/ Midday Assistant		
Liz Smith	Teaching Assistant/ Midday Assistant		
Maria Ferguson	Teaching Assistant/ Midday Assistant		
Kirsten Skevy	Teaching Assistant/ Midday Supervisor		
Nicola McConville	Teaching Assistant/ Midday Assistant		

Pastoral staff

Sarah Ratcliffe	Pastoral Manager		Safeguarding
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Administrative staff

Katherine Dumenil	School Business Manager		Health and Safety
Sally Pickford	Administrative Officer		

Site staff

Jackie Cooper	Caretaker		
Julie Gough	Cleaner		

Lunchtime Staff

Susan Brocklehurst	Midday Assistant		
Margaret Hargreaves	Midday Assistant/Breakfast Club		
Suhala Abdulla	Midday Assistant		
Seema Jalil	Midday Assistant		
Eva Kwan	Midday Assistant		

Our Governors

Professor Nick Silikas (Co-opted Governor) – Chair of Governing Body

Udaydeep Bola (Co-opted Governor) - Vice Chair of Governing Body

Kate Sargent (Co-opted Governor) – Safeguarding Governor

Dawn Stracham (Co-opted Governor)

Stacey Bramhall (Parent Governor)

Patrick Fenwick (Associate Governor)

Amy Davies (Staff Governor)

Emma Hill (Headteacher)

Katherine Dumenil (Business Manager)

Photographs
of Ladybridge



Children in Key Stage 2 at the annual residential trip.



In our computing lessons children build robots that they can program to carry out tasks.



Children have the chance to learn to play a musical instrument without any cost to parents.



The children hatched an egg and we now have one lovely chicken that the children care for.



The school Choir perform regularly throughout the year in venues such as the Town Hall.



The Early Years children enjoy learning outdoors in a high quality environment.

An A to Z of Our School

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Admissions

Reception age pupils are admitted in the September before their fifth birthday. Each Local Authority school has a priority area. Details of our priority area are shown below. We welcome visits from all prospective parents whether they are in the priority area or not. Many parents choose Ladybridge because of our exciting curriculum, our music and sport opportunities and our friendly staff, parents and inclusive ethos. The Local Authority allocates all school places. Admissions forms for Nursery, Reception, mid-year transfers must now be completed online at www.stockport.gov.uk.

At Ladybridge no year groups have more than 30 pupils. The Nursery has provision for 20 full or part-time places taken as 30 hours or 15 hours each week, we also have flexible places for children, parents can pay for extra afternoon or morning places as required.

The Local Authority allocate places in school in the following order of priority:

- Those with an Education, Health and Care plan naming the school;
- Those who are Looked After by the Local Authority;
- Those who have brothers or sisters in the school;
- Those who have exceptionally high social and/or medical needs;
- Then all other applications based on distance drawn by a straight line from home to the school.

Parents who have been refused a place have the right to appeal via the Admissions Team, Education Division, Town Hall (0161 474 3919). The Local Authority admissions policy can be viewed at www.stockport.gov.uk/schooladmissions .

The Ladybridge Priority Area

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

Visits to school before admission

Parents are welcome to visit school by appointment with the Headteacher, please email headteacher@ladybridge.stockport.sch.uk or phone 0161 428 5445. You can also find details of open evenings on our website. Children who are due to join our Nursery and Reception classes and their parents will be given the opportunity to have a number of 'Stay and Play' visits to school in the Summer Term to ensure that all children have a positive and settled start to school. Parent meetings are also arranged so that parents can 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 summer term, parents and staff are able to share information to ensure that transition to school is positive.



Accessibility

The school building and playgrounds are accessible to all pupils and visitors including those who have a disability. There are a range of facilities provided, including accessible bathrooms. The school is committed to the inclusion of all pupils including those with disabilities. We are proud to be an inclusive school – further information can be found on our website about our offer, the local offer and Stockport's Entitlement Framework for children with Disabilities. 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.

Assessment

Your child's progress is monitored by on-going teacher assessment; this involves teacher observation, regular marking of work as well as occasional testing to ensure children are on track and to identify any gaps in their learning if they are not.

In the Reception class children will be assessed throughout the year and there will be observations of learning which will be summarised in the Early Years Foundation Stage Profile that you will receive at the end of the Reception year.

At the end of year 6, pupils will undertake Standard Assessment Tests (SATs). These measure progress against their previous attainment and allow you to see how far your child has progressed from Reception to Year 6.

Your child's written report at the end of Year 2 and Year 6 will include an insert that gives your child's Teacher Assessment Levels and test results.

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/ there is a link to the performance table on the school website www.ladybridge.stockport.sch.uk.

Attendance

We believe that good school attendance ensures that children achieve. If a child is late they come to school via the main entrance to the office. Children are then electronically signed in – parents will need to state why the child is late.

Parents are asked to inform school by phone or via the school Spider app on the first day of a child's absence. The office staff will call anyone on first day of absence if no message is received.

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.

Pupils who maintain 97 - 100% attendance in a half-term are given certificates and a reward at the end of each term.

Our Education Welfare Officer (EWO) – Veronica Tunnah visits half termly and looks at all registers. If a child's attendance is lower than 95% she may make a home visit or the Headteacher may invite parents into school to support the family to improve the attendance.

Behaviour and Discipline

We are very proud of how well our pupils behave - we are a restorative school, we promote pupils' self-esteem and personal qualities and positively encourage good behaviour. We have a behaviour policy and an agreed set of procedures; we are a calm and happy school, our pupils, adults and visitors are treated respectfully, fairly and consistently by all staff at all times. The Behaviour Policy document can be found on our website www.ladybridge.stockport.sch.uk

We celebrate and reward children's achievements and effort through weekly celebration assemblies, certificates and the 'dojo' awards. Children who show a good example to their class are chosen to be the Class Captain for the week. We promote good behaviour through positive role models.

There are a number of school rules that all children are made aware of. These are our Golden Rules. They are rarely broken, however if they are, there are consequences, this may include time out of the classroom and the loss of playtime.

Lunchtime behaviour is monitored by the Midday Supervisors, with the Headteacher sending any necessary follow-up letters.

Exclusion from primary school is very rare and would only be used in extreme circumstances. The Headteacher, if necessary, has the right to exclude a pupil from school for any cause which she feels is adequate under the guidelines included in Exclusion from maintained schools, Academies and pupil referral units in England: A guide for those with legal responsibilities in relation to exclusion (Department for Education 2012). The exclusion can be short-term (up to five days), long-term (up to forty-five 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 Local Authority 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.

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. Should we not receive sufficient voluntary contributions to cover the cost of a visit we may have to cancel the visit or choose not to run future visits.

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.

Breakfast Club and Afterschool Childcare

We want all children to come to school having had a good breakfast. This sets them up for a day of 'good learning'. To help parents with this, we run a Breakfast Club from Monday to Friday in the Hall where healthy foods are served from 7.45 am until 8:45am. The cost of breakfast club is £3.00 per session. Children entitled to free school meals or Pupil Premium Funding can attend free of charge. If you think that you may be entitled to a free Breakfast Club place, please inform the school office. Children also have

the chance to work and play together. If you would like your child to attend Breakfast Club, please speak to the club staff who will let you know if there are any spaces.

We offer high quality after school childcare in school covering all year groups from EYFS to Year 6. The club has a child centred approach allowing the children to explore and use a range of resources and equipment both indoors and out. Children choose what they want to do from a variety of play opportunities and activities; Art & Craft, model making, role play, construction toys and games. In fair weather Children have access to supervised outdoor play in the school grounds. Children can also attend clubs such as football, netball, running etc, when these clubs finish children will then be taken to after school club.

The After School club is open daily from 3.25pm to 5.55pm Monday to Thursday and 3.25pm to 5.25pm on Friday during term time. A varied healthy snack is provided for the children along with a drink and fruit. The cost of the club is £6.50 until 5pm and £7.50 until 5.55pm (5.25pm on Friday), places must be booked in advance through School Spider.

Clubs

We provide a variety of after school clubs including football, music and first aid. These may change on a termly basis. Each term, a letter lets you know the clubs that are available and allows you to ask to join a club. Some clubs are limited in numbers so all are allocated on a first-come-first-served basis.

Our School Curriculum

At Ladybridge Primary School, our subjects are taught in an exciting and meaningful way. Our topic based work is the 'Learning Challenge' Curriculum. The Learning Challenge approach is designed to develop higher level enquiry and thinking skills for the children and encourages greater depth, participation and involvement. It requires deep thinking and encourages our pupils to work using thought provoking questions as the starting point.

Each half term the children will be introduced to a new Learning Challenge, which will be in the form of a question. Knowledge organisers are used to assess what they already know about the subject and what they would like to find out. This is then used to plan for the rest of the half term. Each week will then begin with a further question that we will try to answer or solve. Children research, present, design and make in order to answer and solve lots of question challenges. A homework project is linked to the learning challenge each half term, these are displayed throughout the school for the children to share and discuss.

Our Learning Challenge lessons focus on Science, Geography, History, Art and Design and Technology but they also include links to other subjects that we are also learning such as Music, Dance, Computing, Maths and English.

Here are some example learning challenges:

Would you rather be a penguin or a meerkat?

Were the Vikings always victorious and vicious?

Why do we love to be beside the seaside?

To find out more about the Learning Challenge Curriculum please [visit the school website](#)

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.

Nursery



In the Nursery, we follow the Early Years Foundation Stage Curriculum. Learning through play and exploration is the core of our approach at Ladybridge. The nursery curriculum is split into:

- three prime areas of learning (Personal, Social and Emotional Development; Physical Development; and Communication and Language) and;
- four specific areas of learning (Literacy; Mathematics; Understanding the World; and Expressive Arts and Design).

The three prime areas of learning underpin the whole of each child's learning in all areas.

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.



Curriculum Overview: Key Stage 1 and 2

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 and Science and the foundation subjects of Art, Design and Technology, Geography, History, Music and Physical Education.

Religious Education (based on the Stockport Agreed Syllabus), and Personal, Social, Health Education and Citizenship; Relationships and Sex Education are also taught.

Some of the curriculum is taught as stand-alone subjects, English and Mathematics in particular, while other parts are taught through cross-curricular themes. We bring English and Mathematical skills into our cross-curricular themes as well.

The curriculum is organised so as to promote progression and continuity throughout the school.

English

At Ladybridge Primary school we aim to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language; and to develop their love of literature through widespread reading for enjoyment by choosing books from our beautiful library. We ensure that all pupils:

- read fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary and develop an understanding and knowledge of grammar for reading, writing and spoken language
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use collaborative discussion in order to learn; they are taught to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate



Developing the skills of English allows children to access a broad and curriculum. All children take part in a daily English lesson. In the EYFS and year 1, this is through the structure of Read Write Inc: a scheme we use to raise levels of attainment in phonics, reading and writing. In years 2 to 6, writing is taught through our bespoke writing process where high quality literature is used to promote cross-curricular links and engagement. All children 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 taught through writing and studied weekly in an explicit grammar and punctuation session.

Mathematics

At Ladybridge Primary, Mathematics is taught through a Mastery approach, children develop Fluency, Reasoning and Problem Solving, which will enable our children to master and achieve a greater depth of understanding of the expected outcomes for Mathematics at the end of each year group.

Starting with EYFS, the Mastery approach is delivered predominantly through teacher led and play based learning within the wider classroom environment. Weekly objectives from the Framework are taught in key group sessions and these skills are then embedded through play activities. Children are specifically taught; number recognition, shapes and early number facts through direct teaching before being given the opportunity to apply their knowledge through structured play. For example a visit to our Nursery and reception classes would reveal happy children playing in water whilst learning the beginning stages of capacity or creating collage style images from common 2d shapes.

Years 1 to 6 continue with the Mastery approach. During the course of the daily Maths lessons, after the whole class input, children are provided with challenges to complete either independently, in pairs or as a group. These challenges are differentiated through difficulty and depth of understanding in a Chilli Challenge, starting with Mild, Hot, then Flamin' Hot tasks. Children choose the level at which they feel comfortable starting with and then move through the remainder of the levels when they are confident to

do so. Small steps of teaching lead to reasoning in every lesson and in every task, allowing children to demonstrate a deeper understanding of each Learning Intention.

In Years 2 to 6, and in the summer term in Year 1, children across the school have access to Times Table Rock Stars which encourages and develops instant recall of times tables facts, as well as the corresponding division facts, and increases the speed at which this happens. Each child has a username and password so that this resource can be accessed at home and in school.

To help parents follow the calculation methods taught in school, we have added links to our Calculation Policy on the school website.

Science

Science develops the pupils understanding of the world in which we live. At Ladybridge scientific enquiry is developed through five strands: observation over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing and research using secondary sources. Science is taught throughout the school, through topic work or as a discrete subject, our school curriculum has been constructed so that children develop progressive skills and knowledge over the time; they become young scientists by the end of their time with us.

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.

Art and Design

Art at Ladybridge is taught through a progressive skills and knowledge based curriculum. In the Early Years children explore media and materials through structured teacher led play and independent enquiry. Years 1 to 6 use a sketch book to explore and develop drawing and sketching skills such as perspective and shading. Sequences of lessons build skills, and knowledge over time; techniques such as printing and colour mixing, exploring different media and creating pieces in both 2d and 3d. Children learn about and respond to the work of artists throughout the ages, exploring the styles and techniques that they can build on and explore in their own work.

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 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 are class sets of I-Pads, chrome books and laptops as well as programmable



technology and construction, programmable robots. All classrooms have electronic whiteboards to support learning across the curriculum.

Children are also taught about how to stay safe online beyond school and how to report issues relating to cyber-bullying and internet safety.

Design and Technology

In Design and Technology, children acquire the knowledge and skills required to plan, design, make and evaluate 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.



Geography

At Ladybridge Primary School Geography is taught through our Learning Challenge Curriculum: Geography is taught either as a driver or subsidiary subject. ‘WOW’ moments are planned when appropriate, which involve geography based visits or visitors coming into school.

Geography is about understanding the world by: comparing locations; investigating; researching different sources; writing and talking about places and asking and answering questions.



In EYFS, the children are provided with opportunities to see how they interact with their environment – and how the environment influences them. The Early learning goals at EYFS aim to guide children into making sense of their physical world and their community by exploring, observing and finding out about people, places, technology and the environment.

In Key Stage 1, children are asked to begin to develop a geographical vocabulary by learning about where they live, as well as one other small area of the United Kingdom and a small area in contrasting non-European country. The children will learn about the weather patterns in the UK and hot and cold areas of the world. The children will be provided with resources such as iPads, world maps, atlases and globes to enhance their geographical skills. We aim to help our pupils gain a coherent knowledge and understanding of geography through the use of observation and fieldwork techniques in order to collect geographical data.

In Key Stage 2, the geography curriculum is all about expanding on the children’s prior knowledge. There are three focus areas; locational knowledge, place knowledge and human and physical geography.

Locational knowledge examines latitude, longitude and time zones. Our children will use maps to focus on

Europe, North and South America, concentrating on regions, key physical/human characteristics, countries and major cities.

Place knowledge examines similarities and differences by comparing a region of the United Kingdom with a region in a European Country, and with a region in either North or South America.

Human and Physical geography focuses on describing and understanding key aspects of geography such as; climate zones, rivers, mountains, volcanoes, earthquakes, the water cycle, types of settlement, economic activity and the distribution of natural resources.

History

At Ladybridge Primary School History is taught through our Learning Challenge Curriculum. Throughout the learning cycle History is taught either as a driver or subsidiary subject and we plan 'WOW' moments eg. History based visits or visitors to school etc. when appropriate.

We aim to help our pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world, and to also deepen pupils understanding of chronology and the process of change.

We encourage our pupils to ask questions, think critically, investigate sources and deepen their own judgements about events in the past.

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. We focus on speaking, reading and writing skills which we aim to develop in a clear progression following our own scheme of work.

Music

At Ladybridge Primary School we believe that every child is musical; we seek to develop our children's creativity and sensitivity to music in its various forms. Children are actively involved in listening to music, composing music and performing music in class lessons and whole school performances. Where possible, visiting music specialists further enhance the curriculum.

All KS2 children learn to play an orchestral instrument such as violin, cello, flute, cornet etc. there is a school orchestra that includes every child in Key Stage 2. Ladybridge is an 'In Harmony' school, we work closely with Stockport Music Service. Children who enjoy lessons learn to play a variety



of instruments and are signposted to join local youth ensembles.

Qualified teachers from the Music Service and a local provider teach the children as a whole class, in small groups and individually. Children of all ages can learn to play guitar or ukulele, this tuition is provided by Front Row Music.

Opportunities are provided for pupils to sing as a whole school on a regular basis. We also take part in singing performances and events outside of school, performing regularly at our local church and concerts that the Stockport Music Service arrange.

Physical Education

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.'

Children at the school take part in 2 hours PE each week in line with the Government guidance. In addition, we are currently developing our 30 Active Minutes provision to encourage active learning and opportunities for physical activity throughout the day outside of PE provision.

We employ specialist sports coaches from Stockport County Football Club Foundation. Not only do our coaches provide top quality sports provision in a wide range of areas including football, tag rugby, hockey and tennis, they also provide our children with aspiration: one day they too could be competing for their local sports teams.

Working in partnership, we plan weekly Games lessons to encourage the children to develop physical skills and improve body awareness through a continuous and progressive programme. 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 their full physical potential as a learner through a balanced programme of activities.



We also work in partnership with Stockport Schools' Health, activity, Physical Education and Sport Alliance (SHAPES) to support our weekly PE lessons in Dance and Gymnastics. SHAPES provides us with high quality professional development which, in turn, ensures, high quality PE provision at Ladybridge. This partnership also provides opportunities for interschool competition: we have recently competed in rugby, boccia, athletics and winter sports festivals. The school plays competitive sport against other local schools, for example in football and the staff have a number of coaching qualifications including football and cricket.

Children in Years 4 and 5 will have the opportunity to attend swimming lessons each year so that each child receives 12 months continuous swimming coaching provided by Swim Stockport.

Personal, Social, Health Education and Citizenship

At Ladybridge Primary School we believe that our PSHE curriculum and school ethos equips our pupils with the knowledge, skills and understanding they require to lead happy, confident, healthy and independent lives. It encourages pupils to become informal, active and responsible citizens in modern British society.

We recognise that social and emotional well-being plays a crucial and important part in our school and that this is the key to effective learning and achievement.

Our commitment to spiritual, moral, social and cultural development encourages children to develop their behaviour, safety and well-being. We recognise the importance of building and maintaining positive relationships between all of our pupils, through the implementation of the Restorative Ambassador scheme we strive to achieve this.

We achieve the above aims through following a whole school approach to PSHE – the matrix clearly outlines all the resources we use at Ladybridge – EYFS curriculum, RSE, DATE, British Values, Healthy lifestyles, E Safety and Anti-bullying.

PSHE underpins all we do at Ladybridge, however two sessions a week across the school are dedicated to delivering PSHE, during one session emphasis is placed upon ‘Circles’.

Relationships and Sex Education

Relationship education has a high priority at Ladybridge; children have safe and effective lessons that are age appropriate for primary aged children. In upper key stage 2 families are invited to information events about the content of the curriculum to ensure that they understand that RSE is a curriculum about health and wellbeing; relationships and living in the wider world. Sex education is taught in year 6 in the summer term. RSE is deeply integrated within the Personal, Social and Health Education (PSHE) of all our children. We ensure that RSE is inclusive and meets the needs of all our pupils. Support is provided for vulnerable children as needed.

Our children are able to build and maintain positive and healthy relationships. They know how to look after themselves and each other and have a sense of being happy in their own skin. Children are well prepared for the opportunities, responsibilities and experiences in later life. Children have a sense of their own and others moral, spiritual, cultural, mental and physical development.

More information about RSE can be found on the school’s website.

Religious Education

Ladybridge Primary School is a non-denominational school. The Religious Education curriculum reflects a broadly Christian base, but also includes the study of the Jewish, Hindu and Muslim religions. All activities are based upon the Stockport Agreed Syllabus 2022 and its accompanying scheme of work. We aim to develop tolerance and respect for differences through the exploration of faith and belief.

Right of Withdrawal

Parents have the right to withdraw their children from Collective Worship, Religious Education and to parts of the Sex and Relationships Education programme that are not included in the National Curriculum for

Science as this is statutory. Please make an appointment with the Headteacher to discuss the issues if you wish to withdraw your child from any of these lessons.

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. Our Equality and Diversity Policy can be viewed on our website along with our Equality Objectives.

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 – the Local authority may issue an Educational Penalty Notice for holidays taken in term time.** Absence from school means important teaching and learning time is missed. If you wish to request term-time absence then a meeting must be arranged with 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 Government guidance.

HOLIDAY LIST 2023- 2024

	<u>School Closes</u>	<u>School Re-opens</u>
Autumn Half Term	Thursday 19 th October	Monday 30 th October 2023
Christmas	Thursday 21 st December	Monday 8 th January 2024
Spring Half Term	Friday 9 th February	Monday 19 th February 2024
Easter	Thursday 28 th March	Monday 15 th April 2024
Whitsuntide	Friday 24 th May	Monday 10 th June 2024
Summer	Friday 26 th July 2024	

PUBLIC HOLIDAYS

Good Friday	Friday 29 th March 2024
Easter Monday	Monday 1st April 2024
May Day	Monday 6th May 2024
Spring Bank Holiday	Monday 27 th May 2024

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

Monday 4th September 2023

Friday 20th October 2023

Friday 22nd December 2023

Monday 29th & Tuesday 30th July 2024

Homework

Homework seeks to build on the skills and knowledge that children have been learning during the day. A range of tasks are sent home for our children to complete:

- 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.
- Children choose a library book to share at home with adults.
- Other homework includes projects based on learning challenge questions, spelling, writing, mathematics, Times Tables Rock Stars 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.

Jewellery

For safety reasons jewellery should not be worn in school. The only exceptions are watches, except smart watches, those with alarms or games, and small stud earrings.

Pupils will not be able to go swimming or take part in P.E. unless they are able to remove their own earrings. Earrings can be caught during physical activity and so are unsafe.

Keeping Parents Informed

There are many ways in which parents can find out what happens in school. Most families use Class Dojo, which is an app that you can have on your phone, teachers give rewards, share good work, messages and ideas with families. Once you join Ladybridge you will be given a log in for you and your child. There is also a wealth of information on the school's website.

Policies and other documentation

Parents can have access to all school policies and schemes of work, planning, National Curriculum documents, records and Department for Education information. Please ask the Headteacher who will arrange for you to borrow any documentation, as long as this is not in breach of GDPR regulations. Most documents can be found on our school website www.ladybridge.stockport.sch.uk.

Curriculum letters

Each term, when your child begins a new Learning Challenge, you will be sent a letter informing you of the areas that will be taught during that challenge. This will include information about how you can help your child, listing what they will need to bring in to school and any homework they will be expected to do.

Parents meetings

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.

Children with Special Educational Needs

All pupils identified as having a Special Educational Need will have an SEND support plan and a One Page Profile written by the class teacher in partnership with parents and carers. These are written with parents in the Autumn term and reviewed in the Spring and Summer terms.

Home School Agreement

Every child and parent in school will be asked to sign the Home/School Agreement when they join our school. This sets out what role school, parents and children have in promoting learning and a happy and purposeful school community.

The School Website

The website is packed full of information about school, all of the newsletters, policies, staffing and information can be found here. Why not visit www.ladybridge.stockport.sch.uk.

Twitter

We use twitter as a way of showcasing the lovely activities at Ladybridge, you can see examples of children's work and lessons on our twitter feed. You can view this on our website or follow us at @LadybridgePS.

Medical Conditions in School

Parents are asked to inform school of any medical conditions and allergies on our admissions forms and are asked to keep the school updated of any changes. This allows us to provide appropriate care for your child while they at school.

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.

Medicines

School will administer prescription medicines to children as long as they are fit to return to school. This enables children who have recovered from illness but need to complete a course of medication to return to school.

- Medicines must be administered by First Aiders.
- Parents must give permission in writing for all medication to be given, at what times and in what dosage.

Parents of children with complex medical needs will need to complete a medical plan to support their child in school.

First Aid

First Aid will be administered in school. Any serious injuries and all head injuries will be reported to parents as soon as possible. A first aid notice will be sent by email if your child has had first aid during the school day. Please ensure that emergency contact numbers and emails are up to date in the office in case we need to contact you if your child is ill or injured.

Health and Development

The development of the children is monitored by the school nurse throughout the primary years 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 in Year 6 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. Children may be referred for a medical if they are at particular stages on the Special Educational Needs register, are Looked After Children in the care of the Local Authority or their attendance is low due to a number of medical absences.

Mobile Phones

Pupils are not allowed to have mobile phones during the school day, smart watches and any camera and audio enabled smart watches are also not allowed. If you need to contact your child during the day this should be done via the school office.

Some parents may wish their children to bring a mobile should they be going home without an adult at the end of the school day. This should only affect older children in Year 6. All pupils must hand in their phones at the start of the day to the school office. These will be kept in the school office for collection at the end of the day.

Ofsted Inspection

The school was inspected last in November 2018. The school was graded as RI. Parents may access the most recent school inspection report at www.ofsted.gov.uk/inspection-reports/find-inspection-report The most current report acknowledges the improving standards in teaching in all subjects, improving statutory results, the good EYFS curriculum and environment, the curriculum for KS1 and 2 and children's behaviour in and around school.

Parents in School

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.

Teachers are very happy to 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. All volunteers will need to have induction with the Headteacher and complete a Disclosure and Barring Service (DBS) check before starting to ensure all our children are fully safeguarded. This will be

arranged by our school office. 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 literacy and numeracy.

Friends of Ladybridge

The 'Friends of Ladybridge' group, made up of parents and members of staff, meet to look at ways to raise funds for our school and to encourage the involvement of all parents in learning and fun activities. Our inclusion of parents in the life of the school helped us achieve the Parent Partnership Award. If you would like to become involved in the Friends of Ladybridge group, please come along to one of the meetings; see the newsletter for dates, the meetings are very informal and everyone is welcome.

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, Pastoral Manager Sarah Ratcliffe 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 the Midday Supervisor and the Midday Assistants.

Our school employs a Pastoral Manager Sarah Ratcliffe, whose role is to oversee Safeguarding and Child Protection matters, working with the Headteacher. Sarah also works with children to support them with social, emotional and behavioural difficulties.

Personal Property

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

Pupil Premium

Pupil Premium is additional funding for schools based upon numbers of Free School Meal children. It is intended to support schools improve the attainment of disadvantaged children by providing opportunities and provision which narrows the gap in performance between our most vulnerable and the rest of our children.

Schools are required from September 2012 to provide details to parents of how the Pupil Premium Grant has been spent. This information is detailed on the school website www.ladybridge.stockport.sch.uk. The performance of all children is carefully monitored through termly progress meetings and the use of the Pupil Premium Grant will form part of this discussion.

Pupil Premium funding is a very important part of our school's resources; all parents who are entitled to claim Free School Meals for their children should do so whether they use this entitlement or not. This is particularly the case in Reception and Key Stage 1 (Infants) where the present Universal Free School meals offer may be discouraging parents from claiming that entitlement. Please support the school and help us get all the funding we need by claiming your Free School Meal entitlement.

Safeguarding - 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 Hill, the Headteacher.

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 Pastoral Manager, Sarah Ratcliffe. There are half termly Team Around the School (TAS) meetings held in school, the meetings include a range of professionals that can help families with issues such as housing, domestic abuse, local antisocial behaviour, benefits/poverty, medical issues such as asthma management, diabetes, etc. Please let Sarah Ratcliffe know if you would like any support, all issues will be treated in the strictest confidence.

The School Day

Each class has one full time teacher. Each class is made up of pupils with a range of abilities. Children in all classes are supported by HLTAs and 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.

Early Years Foundation Stage (EYFS)

The EYFS covers two year groups, nursery and reception. The nursery class has twenty part-time, (15 hour), or full-time (30 hour) places. The reception class has 30 full time places. The EYFS is staffed by Mrs Goodwin (Teacher) and Miss Twyford, (Nursery Nurse).

School Times

Nursery – Part-time Monday to Friday 15 hours taken flexibly as required by parents (can be full and half days).
Full-time Monday to Friday 9 o'clock until 3 o'clock (30 hours)

Additional nursery sessions for part time children can be purchased at £10 per morning or afternoon and from 3 until 3.20 each day at the cost of £1 per day.

Reception and Key Stage 1 (Infants)	Door opens	8:45am
	School starts	8:55am
	Lunch time	12:00pm to 1:10pm
	School ends	3:25pm

Key Stage 2 (Juniors)	Door opens	8:45am
	School starts	8:55am
	Lunch time	12:15pm to 1:10pm
	School ends	3:25pm

Total Teaching Time

The total time in school each week for children from Reception to year 6 is 32.5 hours. Children in Reception and KS1 have a morning break from 10.30 – 10.45 and a lunch break from 12.00 – 1.10. Children in KS2 have a morning break from 10.30 – 10.45 and a lunch break from 12.15 – 1.10.

School Lunch and Snacks

We aim to provide children with a healthy attitude to food and nutrition. Meals and snacks are a key part of this.

Cooked lunches are provided at Ladybridge Primary School by Totally Local Company. Children can choose their meal in the classroom during registration or parents can pre-order meals online. The School Office can give you details about how to register for this. School does not collect any dinner money, parents pay for meals through Parent Pay. School offer Halal food for Muslim children, vegetarian and vegan options and cater for any allergies that children have.

Free school meals are available to 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 low income families, are eligible to receive free school meals. To claim Free School Meals an application needs to be made at www.stockport.gov.uk.

All Reception and Key Stage 1 (Infant) children currently receive free school meals under the Universal Free School Meal programme; this does not need to be applied for. Children may bring a packed lunch. No glass bottles, vacuum flasks, fizzy drinks, sweets or nuts are allowed in lunchboxes.

Snacks and water

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. If you want to provide your child with a snack, please provide fruit: crisps, biscuits and chocolate are not allowed as they do not encourage healthy eating.

Special Educational Needs

Every child has needs that are special. At Ladybridge Primary School we aim to ensure that every child reaches their full potential. Children with a Special Educational Need include those with needs that can be broadly described as cognition and learning; communication and interaction; physical, sensory; or social, emotional and mental health. 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 are 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,

- SEND support or
- Educational, Health and Care Plan

All of these children will have SEN support and or an Access Plan and will be involved in developing and reviewing these termly. Parents are given a copy to keep. Copies are kept of all assessments that are carried out. The Inclusion Co-ordinator is available to talk to parents about their child's support and provision. This is currently Mr Fenwick. 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 Ladybridge being one of a number of mainstream primary schools in Stockport to be Resourced. This means that we take up to 8 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 includes the provision of a qualified teacher and Teaching Assistants; 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.

The Rainbow Room and the Intervention rooms are places within our school where children and adults can work in a quiet environment individually or in small groups.

Transition

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

Walking and cycling - We encourage all children to walk to school to promote health and reduce congestion. Two cycle sheds have been provided. The school accepts no responsibility for children cycling to school; they should be supervised by parents. We advise children to wear a cycle helmet if they cycle to school. The school accepts no responsibility for cycles left in the cycle shed without a bike lock.

Car Parking - Unfortunately we do not have a facility for parent parking. To aid congestion and help keep all children safe parents are not allowed to park inside the school car park. Parents who are disabled or who have a disabled child may apply for a disability badge/permit to use the car park. These are available from the office. Please speak to the Headteacher if you think you need a permit. These are only given in exceptional circumstances as the space in our car park is limited and our children's safety paramount. Car parking facilities are available at All Hallows Church car park, a short walking distance from school. The path through the adjoining park increases safety for all our community so please use this when possible.

Disabled Parking – This facility should only be used by vehicles bringing our Resourced pupils or adults with valid disabled badges.

Uniform

Wearing the correct school uniform helps children to identify with their school and be proud to be part of it. We expect that all children wear school uniform, there is a termly reward for wearing the correct school uniform including black school shoes every day.

School uniform consists of

- a jade sweatshirt/cardigan
- a white polo shirt
- black/grey trousers/skirt/dress.
- Black school shoes
- Green school summer dresses

Children **must not** wear football shirts, jeans or track suits or trainers for school.

All children **must change for PE**

School will provide:

- t-shirt (white)
- shorts (black)
- sweat-shirt (plain) – for outdoor PE
- jogging bottoms (plain) - for outdoor PE

Parents will provide:

- pumps or trainers for PE

School uniform can be purchased from M.C.S. Stores, 220 Fog Lane, Didsbury M20 6EL, phone 0161 445 7740 or online at <https://myclothing.com/> Please note that there is no requirement to have uniform with the school logo on, affordable uniform can be purchased from local supermarkets. We also have a limited stock of preloved uniform in school that we supply free of charge. Please contact Sarah Ratcliffe – Pastoral Manager if you need any uniform support, we pride ourselves on being able to help.

Please make sure all uniform and coats have your **child's name** so they can be identified if mislaid.



Procedure for Complaints

We are a friendly and very approachable school and would hope that any issues that you may have can be dealt with through discussion together. 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 Headteachers.

If you have a concern, in the first instance, come and discuss it with staff at school. If the complainant still remains dissatisfied after this stage has been exhausted, then the formal procedures adopted by the Local Authority 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 is as follows:-

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

Thank you for choosing Ladybridge Primary School, I hope you will be very happy here. I hope this prospectus provides you with all the information you require. If you have any further questions then please contact me on 0161 428 5445 or by email, headteacher@ladybridge.stockport.sch.uk

Emma Hill & Tom Bolan-Ashworth – Co-Headteachers