



White Bridge Primary School Prospectus

2019/2020

Introduction

At White Bridge we aim to develop your child into a happy, independent learner in partnership with you. We place due importance on the core skills that children need to learn for the future, but do this within a broad and balanced curriculum that is accessible to all.

Choosing a school for your child is one of the most important decisions that you make as a parent.

This prospectus aims to tell you about our school, and some of the ways in which we work, to help you get to know us. It is not meant to take the place of personal contact between home and school, but it may serve to answer some of your questions. We hold visits for prospective parents throughout the Autumn Term each year, and visits can be booked via the school office.

White Bridge School has a long history that supports our emphasis on traditional values within an up to date setting. The schools (Infant and Junior) were built in 1952 to serve the housing estates then developing to the east of the railway in Loughton. We celebrated our 60th birthday in 2012 with various festivities in school. It takes its name from a 'white bridge' that used to span the River Roding near to the site. The separate Infant and Junior Schools became a Primary in September 2015, and this makes for a smooth progression for pupils from starting school in Reception until the end of Year 6, when children move on to secondary school. From 1st April 2018, White Bridge Primary School has become part of a newly created Multi Academy Trust (MAT): Epping Forest Schools Partnership Trust. This is a locality based group of schools who have worked together for more than 20 years, and now this is confirmed as a legal entity.

Our building is spacious, with well-equipped classrooms, halls, library, computer suite and study areas. The grounds are large with plenty of space for outdoor learning and play. We have a new block of nine classrooms to meet the needs of our expanding school.

By September 2023 the school will be 3 form entry in all 7 year groups.

My staff and the children in the school look forward to working with you and your child to make a firm educational partnership.

Mrs. Julie Witteridge, Headteacher

Information about the school

Type of school:	Primary School
Type of control:	Academy, part of the Epping Forest Schools Partnership Trust (EFSPT).
Age range of pupils:	4 to 11 years
Number on roll:	450
Gender of pupils:	Boys and girls
School address:	Greensted Road, Loughton, Essex, IG10 3DR
Telephone number:	020 8508 8624
Fax number:	020 8532 0163
Email address:	admin@whitebridge.essex.sch.uk
Website:	www.whitebridge.essex.sch.uk
Appropriate authority:	MAT Trustees and Local Governing Body
EFSPT Executive Head	Peter Tidmarsh
Headteacher:	Julie Witteridge
Chair of Governors:	Ben Joyce

OFSTED

In August 2015, White Bridge Junior School officially closed, and White Bridge Infant School expanded to become a primary school from 1st September 2015. The Primary School has yet to be inspected. Previously the Infant School was judged to be good, and the Junior School was judged to be Requires Improvement. As the longstanding Headteacher in the Infant School, I am pleased to now be the Head of the Primary School.

The School Day

All key stages currently start and finish at the same times. Children are admitted to the building from 8.50 a.m. with 9.00 a.m. being the official start of the day.

Reception and KS1

Morning session 9.00am-12.00pm

Afternoon session 1.10pm-3.15pm

KS2

Morning session 9.00am-12.30pm

Afternoon session 1.30pm-3.15pm

Admissions

If you would like your child to attend our school, we encourage you to come and visit so that you can see the school at work. We do tours of the school in the Autumn Term each year, and you can book these by telephoning the school office. These tours are for Parents of pupils who are prospective Reception pupils.

For admissions outside the normal time, your choice may be limited by availability of spaces and we generally would only show parents around if we know that we have a space available.

Reception children all start school in September, the beginning of the academic year in which they will be 5. All pupils are offered a full-time place, which begins with an appropriate induction period to settle them at school happily. This includes some part time attendance at the start of term. A place is usually available for all reception children living in our 'priority catchment area' who apply within the set timescale, although this is not guaranteed. Applications, both catchment and out of catchment, are made through Essex County Council Planning and Admissions Service, prior to the child starting.

The Admissions Policy for White Bridge School will be as follows:

In the event of oversubscription places will be allocated using the following criteria in the order given: *(There is no guarantee of a place for children living in the priority admission area).*

1. Looked after children and previously looked after children (as defined on Page 14 of The Primary Education in Essex 2018/19 booklet);
2. Children with a sibling attending the school;
3. Children living in the priority admission area;
4. Remaining applications

In the event of oversubscription within any of the above criteria, priority will be determined by straight line distance from home to school, those living closest being given the highest priority.

School Curriculum

Our curriculum aims are to provide the breadth and depth of work that makes certain all pupils receive a good general education. Much emphasis is placed on children developing good standards in English, Maths, investigation and communication skills, but also on the development of the creative side of the curriculum which includes art, music and PE.

We aim to help all pupils to:

- Be keen, happy and well-motivated learners in a safe and secure environment;
- Gain the knowledge, skills and practical abilities which will be a relevant foundation for their later life;
- Appreciate all forms of human achievements, scientific, literary, artistic, physical and humanitarian;
- Begin to understand the world in which they live;
- Gain respect for religious and moral values, tolerance of all races, religions and cultures;

- Develop self-respect, independence, and a sense of personal responsibility for their health, physical welfare and behaviour;
- Always want to give their personal best performance in whatever they do.

Content and organisation of the curriculum

The curriculum is organised to meet national requirements for children in the Foundation Stage (this covers children up to the age of 5) and Key Stage 1 (those from 5 - 7 years), and Key Stage 2 (those aged 7 - 11 years).

Early Years Foundation Stage Curriculum

In their first year at school (usually called Reception) children are in the Foundation Stage, and their learning is organised into 3 prime areas and 4 specific areas. They provide foundations for work in Key Stage 1.

Prime areas are: -

- Personal, social and emotional development
- Communication and language
- Physical development

Specific areas are:-

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Teachers work together to plan the learning for children based on these 7 areas. They try to take account of individual need, choose topics that will interest and engage them, and offer learning experiences which are grounded in play based, practical activities. Children will learn through playing and exploring, being active and thinking things through for themselves. The curriculum gives high importance to developing and promoting children's personal, social and emotional development, their social skills, and their ability to express their thoughts and ideas through language.

They will begin to learn phonics and reading in a structured way, and will develop their understanding of number concepts which will include the use of 'numicon'. (Numicon is a structured set of apparatus designed to secure an understanding of number in a practical way.)

The National Curriculum Key Stages 1 and 2

After Reception, in Key Stages 1 and 2, all pupils follow the National Curriculum and study religious education as well as personal, social and health education (PSHE). The subjects are: -

- **National Curriculum core subjects: -**
 - English
 - Mathematics
 - Science
 - Computing
- **National Curriculum foundation subjects: -**
 - Art & Design
 - Design and Technology
 - History
 - Geography
 - Music

- PE
- **Religious Education**
- **French at KS2**

All the teachers working together plan the curriculum.

In Key stage 1, learning is organised as much as possible into termly or half termly topics. These help to link learning together in an age appropriate way. However, there are still lessons which are clearly subject based particularly in English and Maths, to ensure that all required content is taught.

In Key stage 2 learning is delivered through a higher balance of subject based teaching, with topic work in the non-core subjects where possible. Topics are often linked to the history or geography content for each year group.

Core subjects

English

Teaching is planned to meet the requirements of the National Curriculum, and includes Reading, Writing and Speaking and Listening. Good skills in these areas support the entire curriculum, and are of prime importance.

Speaking and Listening

Children are encouraged to speak confidently and clearly, they are encouraged to explore their thinking through talk, and to explain their ideas. From their earliest days they are encouraged to speak in full sentences, using correct grammatical structures in their spoken language. This is because of the impact on their written work if they don't. Many opportunities for talk are offered in all lessons, and active listening is a vital part of secure learning.

Reading

Children who can read fluently with understanding will be able to access the whole curriculum more readily. We place huge emphasis on learning to read from each child's first days at school. The teaching of early skills is daily and rigorous, and begins in Reception. We teach early reading skills with a focus on phonics in Reception and Year 1. We use a variety of scheme and real books in Reception and Year 1. By Year 2 we use more real books so that children are engaged with high quality texts. Phonics continues in KS2 where needed, although many children are reading independently by the end of KS1, and no longer rely on this early skills support when reading. As children's early reading skills develop securely, teaching comprehension skills increases.

In KS2, children move to more class teaching of reading in school to facilitate structured teaching of comprehension skills, and are encouraged to read daily at home from a book of their choice. KS2 books are loosely banded for difficulty, but offer a wide range for pupils.

Writing

Children learn to develop their ability to record their thoughts and ideas in the written form, in a variety of genres.

Children are taught grammar, punctuation and spelling in line with national curriculum requirements from the beginning. Whilst there is a focus on these secretarial skills in KS1, teachers find interesting and varied activities to motivate children, so that children want to write. Creativity in writing is valued and actively encouraged.

As children move into KS2, the focus on grammar, punctuation and spelling continues, and the variety of genres widens. Teaching is planned to give engaging writing tasks that promote creativity as well as good grammar.

Children are expected to develop good handwriting, learning to form letters correctly and then being able to write in a clear and legible joined script.

In both Key stages, children are expected to write independently regularly, demonstrating what they have learned in that writing.

Mathematics

Children have a daily Maths lesson of about an hour. At the beginning of KS1 this will be a little shorter than this, to take account of their stage of development.

The teachers plan lessons to meet the requirements of the curriculum, which places emphasis on number skills (arithmetic) and reasoning (problem solving). We include a wide range of practical and paper activities in KS1, and in KS2 use some text books as well as other activities for teaching. We use Active Maths to promote fun and movement in lessons weekly.

The National Curriculum now promotes children working towards a 'mastery' approach in Maths which is about breadth of application within the teaching and learning for each year group.

Science

Science provides children with opportunities to explore the world they live in, and we try to do this in practical and exciting ways. We encourage them to predict, observe, question, conclude and problem solve to deepen their knowledge and understanding. We try to do as much first hand, practical learning as we can. For example, we incubate and hatch chicks, watch caterpillars as they change into butterflies, observe change through cooking (and eating!), grow things, build circuits and so on. These activities are very successful in inspiring excitement for science in the children.

Computing

Children today are growing up in a world full of technological devices, so it is important that they become familiar and confident with computers and other digital and technological equipment. It is also vital that we teach children how to stay safe using technology.

Currently in school we have a computer suite, with 31 work stations, 32 iPads which currently support work in KS1 and 40 Learn Pads, which are mobile units which work much like net books.

Religious Education

We follow the Essex Agreed Syllabus for RE. This includes teaching about key religions of the world: Christianity, Judaism, Islam, Buddhism, Sikhism and Hinduism. We hope that children will learn that there are many different belief systems around the world and within this country, and we hope that they will learn tolerance and empathy from this. All of the teaching also deals with morality. We also cover both atheism and agnosticism.

We hope that no parent will want to withdraw their child from these lessons, however parents do have that right. If any parent wishes to withdraw their child from collective worship or RE, then they do need to meet the Headteacher to discuss this, and the alternative arrangements that can be made.

Foundation Subjects

History

This is studied in all year groups, and encourages children to learn about the past, making links between now and then. We use artefacts and history days to further stimulate interest in this subject. Sometimes school trips will link to this. Each year the curriculum map will indicate the topic for each term.

Geography

Geography develops children's knowledge and understanding of the world around them. Each year children will study topics that begin with the immediate locality for the youngest children, and widen to

cover the world at large as they progress. We make use of children's own travel experiences, and a range of secondary sources to help develop their understanding.

We include both physical and human elements, and cover work on conservation and the protection of the environment.

Art

Art is a form of expression that gives most children pleasure. In KS1 art based activities support many areas of the curriculum, and children get the opportunity to explore many different media. They are taught early skills in drawing and painting. They also look at the works of some famous artists.

In KS2 children develop further skills, and explore the work of artists and different art forms more fully. They continue to enjoy art, and with some talented teaching produce work of a very high standard. We try to create for every child the belief that they are all artists.

Design and Technology

Children will have experience working with a variety of material, such as wood, clay, textiles and food. They very much enjoy planning and then celebrating the finished product. They also investigate how things work, and evaluate their efficiency, effectiveness and success.

Music

A range of musical experiences are offered to children throughout the school. Class based music lessons teach children to both make music, and appreciate the music of others. We have a wide range of percussion instruments which all pupils can access. We teach music notation, and give children opportunities to compose their own pieces.

In KS2 individual music lessons are an optional extra, and many children take these lessons up. We have one or two music assemblies a year when these children are able to perform in front of an audience.

In all key stages, singing is an important part of music, and we are a school whose children love to sing.

French

French lessons begin in Year 3, and continue through KS2. We have a scheme to support the teaching of this at KS2.

PSHE

Personal, social and health education is an important aspect in educating the whole child. We teach this with the support of a scheme called Jigsaw. The lessons and activities are designed to build on from the Early Years, so that this very important area is not forgotten. Elements of this area can be found in many other curriculum areas and activities, but we commit to active teaching of this as well.

Class organisation

Currently our classes are arranged according to the school year group that children are in. This means that pupils of similar ages are taught together. Depending on the number of children that we have on roll, we do our best to arrange single year group classes. There is a statutory maximum of 30 for reception and key stage 1 classes, and a desirable maximum of 30 in key stage 2. The Local Education Authority guides the number of children the school has on roll. Currently this is based on admitting 90 pupils per year. In each class pupils are of mixed ability and the teacher takes care to set work that meets the ability and experience of each child. Children may work in groups, as a whole class, or on individual tasks depending on the nature of the lesson. Within classes children are often grouped according to ability where this makes for best progress in learning. Whatever arrangement is made, we try to make certain that children have the support and guidance they need to make good progress.

Equal Opportunities, including Race Equality

We provide a school environment which promotes equality of opportunity and experience for all pupils, and we have a broad and balanced curriculum which all pupils can access, regardless of race, gender or ability. We teach children to enjoy the diversity of modern day society, to learn to show respect for others. We have a school equality policy which makes this clear.

Special Educational Needs (SEN)

There are children who experience some difficulty in learning from time to time and need extra help to secure their learning and make progress. We make particular arrangements for each individual child who is carefully assessed to find out what support they need. This is referred to as 'Our Graduated Response to Additional Educational Needs'. Support is provided for children in their class or in small groups out of their classroom by their teachers and by experienced teaching assistants and a SENCO (Special Educational Needs Coordinator). You will be told if your child requires additional support, so you can discuss the matter with us, and work with us to help your child. The school has a SEND policy which is reviewed regularly by the Governors. The progress of children with additional needs is carefully monitored, and this is reported to the Governing Body each year.

We publish a 'local offer' and our SEND policy on our website, for further information.

Disability

We ensure that the school is as accessible as possible for all pupils and parents, and make any adaptations that are required to enable particular pupils to participate in all aspects of the curriculum to the best of their ability.

Gifted, Talented and Very Able Pupils

There are a few children who may be gifted or talented in a particular area, or who are very able in some or all subjects. We have a policy that ensures such children are identified as early as possible, and we plan teaching to enable these pupils to grow and develop to their own potential. We also ensure that all pupils benefit from support from teaching assistants at times as well as their class teacher.

Daily collective worship, assembly and religious education

We have a daily act of collective worship which is broadly Christian in nature. This is usually within an assembly. It is your right to withdraw your child from this if you wish. In this case, you will be asked to meet the Headteacher so that alternative arrangements can be made. For example, parents may come into school to provide religious instruction for their child in line with their faith.

Health, personal and sex education

Health and sex education is provided as part of a continuing programme throughout the infant and junior years. At the infant stage, the health and sex education is of a very general nature and relates to everyday situations that are familiar to the children. Much of the health and sex education appropriate for infants is part of the Science curriculum, and is age appropriate. At KS2, this covers puberty and change for girls and boys and babies, in an informative, scientific way. There is also work on feelings, emotions and relationships. A copy of the school's Sex Education policy is available on request for anyone who wishes to have more detail. The school has achieved 'Healthy Schools' status.

Healthy Eating and a healthy lifestyle is taught and promoted in school. We want children to know about healthy foods, and the importance of exercise, and to learn to put this into practice. To that end we

only allow healthy playtime snacks from a limited list. Fresh fruit and vegetables are provided daily for children in reception and KS1, through an NHS initiative that supplies these.

Sport

Physical education is an important part of the curriculum and a healthy lifestyle. Our pupils have the opportunity to enjoy and take part in many different types of physical activity. Activities are carefully chosen to meet the needs of their ages and experience. This includes gymnastics, competitive games and dance.

We have a daily mile track and encourage all pupils to try this several times each week.

We hold a competitive Sports Day for all key stages each year that includes a variety of team and individual races. We encourage all pupils to take part in sport, and to recognise the competitive nature of this as well as the healthy living importance of regular sporting activity. We make arrangements for specialist sports coaches to visit school when possible to highlight particular sports, and we have regular sports coaches who deliver some of the PE curriculum. We provide a variety of after school sports clubs (see Extra-Curricular Activities).

Competition

We enter a range of competitive sporting events throughout KS1 and KS2. We take competition seriously and will choose the strongest participants for these events. We also participate in local sports festivals, which give opportunities for pupils who may not be the strongest to take part.

Homework

Homework provides the opportunity for children to practise and reinforce the skills that they are learning at school in a one to one setting with you. It is an important part of the home/school partnership.

EYFS and KS1: homework mainly takes the form of reading with your child each day for about 15 minutes. This reading time is critical, and it is well established that children who read at home regularly make better progress than those who do not. Homework for other subjects is guided by the teachers, but we do not send home weekly worksheets. We firmly believe that children also need time to play and develop at home, and we are mindful of this in the amount that we ask you to do at home with your child. **KS2:** reading with a parent remains a key part of homework, as children need to develop their understanding of what they read as the texts get more complex. In addition teachers in each year group will set a weekly homework task for both English and Maths.

We have a homework policy, which is available in school on request.

Extra-Curricular Activities

We provide a range of activities and clubs for pupils in Key Stage 1 and 2 to enrich the learning experience they have. These vary from term to term, depending on demand and availability. This year we have offered recorders, drama, football, athletics, multisports, netball, art and sewing. These are all very popular.

Safeguarding

'We are committed to safeguarding and promoting the welfare of children, and expect all staff and volunteers to share this commitment'.

We have policies and practices in place to ensure that children are protected. This includes enhanced DBS checks for all staff and regular parent helpers, and regular training for all staff. We have Child Protection policies in place and the Governors review these every year. Mrs. Witteridge, the

Headteacher, is the designated person for all Child Protection issues. There is also a designated school Governor, who can be contacted via the school office.

If you have any concerns about a child, please contact us. Equally, where we are worried about a child, we will expect Parents to come and talk to us.

Charging Policy

National school regulations mean we cannot insist on a charge for curriculum activities during the school day. It is only possible to ask for voluntary contributions for activities, such as educational visits, visiting speakers and entertainers, and the cost of materials, for example cooking ingredients. We do want to be able to offer these kinds of activities, as they enrich the curriculum and help to motivate and inspire children.

No child will be penalised if you cannot make a contribution to these things when asked, but we must point out that in the event of insufficient voluntary contributions the trip/activity may not go ahead.

This is because we receive no special budget funds to pay for school trips. If you require more information, copies of the school policy on 'Charges for school activities and on remission' are available from the school office and on the website.

Comments/Complaints

We work hard to do our best for your child and are always pleased to receive feedback. On occasion you may want to question what we do or even make a formal complaint. If you do have a problem, in the first instance it is best to contact the class teacher, who will often be able to resolve any problems without too much difficulty. If there is still a problem, you may need to see a member of the Senior Management Team or the Headteacher. In most cases, problems can be resolved without the need for any further action. However, if the matter is not resolved, you can ask the Governing body to consider the matter, and a copy of the appropriate procedure is available from the office. This explains how complaints are dealt with.

School Uniform

Our School Governors have put in place a uniform policy. This means that we expect all pupils to wear the school uniform each day. Our school colours are bottle green and grey. The uniform is intended to be smart, practical and economical.

School uniform items:

White shirt or blouse; white polo shirt - plain or with school logo; bottle green jumper, cardigan or sweat shirt (with or without WBS logo, NOT GREY); grey flannel trousers; (grey shorts if preferred in summer); grey pinafore dress or skirt; green and white check summer dress; green, grey or black tights, or white or grey socks; appropriate black school shoes (NOT TRAINERS).

Physical Education kit- Reception and KS1: black plimsolls preferably Velcro or slip-on; black shorts; White Bridge logo green round necked T-shirt. - **KS2** black plimsolls or plain black trainers; black shorts; White Bridge logo green round-necked T-shirt; plain track bottoms, grey or black.

School uniform with the logo is available from Forest Casualwear in Loughton High Road.

We have recycled uniform available in school.

Helping in school

Many people visit regularly to help staff and pupils. These include the school nurse, community police officer and staff from the County Education Office.

We encourage contact with the local community. Children make use of nearby parks and the local environment to help make their learning real. We also welcome parents as volunteers for a range of activities to help in school. Parents do need to be fully police checked if they are helping in school regularly. We have an active Parents Association - White Bridge Schools Association (W.B.S.A.) which does a super job in arranging events and raising funds for the school. They always welcome new members.

Attendance

The school and Governors recognise the importance of regular attendance in promoting high standards for pupils. The national expectation is that schools will achieve at least 95% attendance. Pupils with attendance below 90% are viewed as persistent absentees. We ask for your support in helping us to continue to achieve good attendance. Children **SHOULD NOT** be taken out of school for holidays during term time. We have a clear attendance policy in relation to this, which we issue to all new parents, and which you can request from the school at any time. This is in line with National Guidance.

School Governors

The school has a committed set of Governors, some of whom are parents. Their role is an important one in overseeing the work of the school.

Pupil Progress and Standards

Pupils' progress is monitored through teacher assessment and tests, including those set nationally. Teachers meet with parents individually in the Autumn and Spring terms, when they will talk to you about your child's progress. At the end of the Summer term, you will receive a written report about your child, which will include details of their attainment. National tests and assessments are reported in line with requirements. End of year statutory 'results' are published each year on the school website.

Communication with Parents

We use ParentMail as our primary means of sending information to parents. You will be required to sign up for this if you have an email address and/or mobile number. Some information that is more general is posted on the website.

School information and documents

There are a number of national policies and documents, school policies and statements that are available in the school office. Some policies and documents are posted on the school website. These provide more details about the way the school works. There is a 'publications scheme' that sets out the detail of this. If you want to see any of them, you need to contact the office first. Photocopies are available, but we have to make a charge for them. We will need appropriate notice to arrange this. Documents that are available include:

- School curriculum policies and a range of Trust and School policies, procedures and arrangements;
- Local Authority Guidance for some areas;
- National Curriculum requirements and the school curriculum plans;
- The school policies for Special Educational Needs and Disability (SEND), Inclusion, Equal Opportunities, Racial Equality;
- The school policy for complaints;
- The LEA Agreed Syllabus for Religious Education;
- Formal pupil records and National Curriculum data about your child.

The information contained in this prospectus is correct at the time of publication (May 2019) but can be subject to change in the light of changed national or local requirements.

Term dates

These are published on the school website, and if there is a need for any changes during the school year, these are notified to parents via ParentMail.

Autumn Term:	Tuesday 3 rd September 2019 - Thursday 19 th December 2019 Half Term 28 th October - 1 st November	Children start in Years 1-6 on 4 th September 2019. Induction for Reception children - full details from the office. Non Pupil Day: 3 rd September 2019 25 th October 2019 - Trust Training Day. 22 nd November 2019
Spring Term:	Monday 6 th January 2020 - Friday 3 rd April 2020 Half Term 17 th February - 21 st February	Non Pupil Day: 6 th January 2020
Summer Term:	Monday 20 th April 2020 - Wednesday 22 nd July 2020 Half Term 25 th May - 29 th May and May Bank Holiday 4 th May	Non Pupil Day: 1 st June 2020

In addition there is one further non-pupil day which is yet to be finalised.