

Cringle Brook Primary



CRINGLE BROOK
PRIMARY

“Dream it, achieve it”

Ofsted
Outstanding
Provider



“Teachers are excellent in helping your child improve in every way. They are always there to help and advise on how to get best out of our children.”

Cringle Brook parent

Welcome to Cringle Brook Primary School

Cringle Brook Primary School is part of Kingsway Community Trust with Green End Primary School and Ladybarn Primary School. All three schools in Kingsway Community Trust are led by the same Executive Headteacher and work collaboratively to provide enhanced learning opportunities for children and staff.

Cringle Brook Primary School is a vibrant and friendly school where children enjoy an exciting range of opportunities and make excellent progress. We are strongly committed to developing all children academically, emotionally and socially. Our expectations are high both in work and behaviour. We are constantly striving to improve and refine our provision. We promote academic success in our children alongside the ability to function as a successful member of the community.

The information contained in this brochure will enable you to find out more about our school. It will confirm our belief that the partnership between home and school is essential if your child is to reach their full potential.

Choosing the right school for your child is a major decision. We are always happy to show parents and carers around as we believe it provides an opportunity to pick up the *feel* of the school, which will help you to decide whether it is the right place for your child. Our school website will provide some information about our school but we think that it is important to see the school in action.

Lisa Vyas, Executive Headteacher
Helen Chase, Head of School



Lisa Vyas



Helen Chase

Ethos and aims

Cringle Brook Primary is committed to ensuring that every child reaches their potential during their time at our school and this commitment will be at the heart of everything we do. Through excellent leadership and strong governance, we will develop high academic achievement, strong social skills and a sense of place in the world for every child.

We expect high standards from our staff and, in turn expect the same from all children, along with high attendance and excellent punctuality. All parents will be expected to be fully involved in their child's education and there will be plenty of opportunities for them to get involved in school life.

Cringle Brook Primary will:

- ✓ *Provide a nurturing and safe environment where excellence and diversity are valued and celebrated*
- ✓ *Create enthusiasm for learning that will shape young people's lives and future chances*
- ✓ *Enable children to build friendships and relationships through respect, teamwork and valuing their community*
- ✓ *Harness all children's potential so that there are no limits as to what they can achieve*
- ✓ *Never forget that we are at the heart of our community*

Our learning environment

Visiting Cringle Brook Primary for the first time, you will experience our vibrant multi-cultural school where every child takes pride of place. Ensuring that every child succeeds during their time at Cringle Brook is what drives every member of staff.

Our team of skilled teachers deliver motivating lessons which challenge all children to do their best. Everything the children will experience at Cringle Brook Primary has been developed with them in mind.

The school has a well utilised outdoor space with access to the other trust's grounds.

We are committed to providing the most up to date ICT equipment. Throughout the school pupils access electronic equipment with confidence, learning skills to equip them for working in the twenty-first century.



“The important thing is the family environment which helped me and my son to settle in; from the first visit we felt warm and welcome.”

Cringle Brook parent

Curriculum

Our curriculum is created on the basis of capturing children's interest and imagination through all subjects. It draws on relevant learning experiences and involves a significant level of first hand experiences for all children. The learning challenges all children across the breadth of academic areas.

There is a strong emphasis on the basic skills of reading, writing and mathematics. Both the basic skills curriculum and the wider learning opportunities and experiences are individually designed by our staff for our school and our children. This ensures that the children are highly motivated and inspired by a tailor-made curriculum which fully meets their learning needs.

The children's learning pathway is carefully sequenced from Reception to Year 6 to ensure continuity and progress, building on what has gone before.

The children develop excellent communication skills which enhance their learning in literacy and also leads to them becoming confident and

articulate 11 year olds, able to speak confidently in a range of formal situations.

CURRICULUM INTENT

While each subject has its own subject specific intent, the overall intent of our curriculum as a whole is to:

- Develop within the children a sense of where they are from and their place in the world
- Develop within the children, an understanding of their own strengths and self
- Develop a range of subject specific skills and knowledge
- Develop the skills to be empathetic
- Develop within the children the confidence and skills to speak in front of others in a range of contexts
- Develop within the children, the confidence to articulate their viewpoints and respond to others appropriately
- Develop within the children an understanding that they can control their futures
- Develop within the children an awe and wonder for the world and a passion for learning about it
- Develop in children, the ability to question and challenge stereotypes.

All children are motivated to maximise their sporting skills and the school employs specialists to achieve this. There are regular competitive opportunities across the Trust and within the locality. In addition, our pastoral support programmes is innovative and personalised. All children are fully nurtured and supported to ensure that they are equipped with the skills to continue to succeed in secondary education and beyond.

RECEPTION CLASS

Our Reception Class provides a welcoming, nurturing and stimulating start to school for your child. We work in partnership with each parent to ensure that each start is tailor-made to meet the needs of the individual child. Your child's class teacher will be the first point of contact and will work with you in ensuring that the transition to school is a happy and positive experience for your child. There is a rich variety of stimulating activities for your child, both indoors and outdoors.

Our school prides itself on the range of musical activities it offers. In addition to weekly music classroom lessons, there are peripatetic teachers who visit the school weekly for free instrumental lessons. All Year 3 and Year 5 children have music lessons where they learn to play an instrument. There are opportunities for children to play a range of percussion instruments and the recorder in music lessons.

VISITS AND VISITORS

Our dedicated staff work hard to organise visits and visitors to the school that enhance and enrich the children's learning throughout the school year. We hold special events throughout the year that give us the opportunity to focus on a particular area of learning and organise a range of special events and visitors.

Children in each year group are taken on school trips to places of interest, allowing work to be based on real life experiences which can then be developed in the classroom.

Visits may take place in the immediate area of the school, other parts of the city, or further afield to places of interest. These visits form an invaluable part of our educational work.

We delight in taking our year 4 and year 6 children on a residential trip each year for outdoor pursuits.





Beyond curriculum

OUT OF HOURS LEARNING

Our children have many opportunities to take part in extra curricular activities, organised by school staff both at lunchtimes and after school. We offer an extensive range of sports and other interest clubs for children at the end of the school day, which are free. Each club runs on a half termly basis and this ensures that a new, varied menu is on offer.

The children also enjoy opportunities to take part in a range of competitive sports and inter school competitions.

CHILDCARE

We currently run a before school club which caters for families who require an extended day. Our Breakfast Club runs from 8.00am. Breakfast Club is a not for profit provision.

SUPPORTING PARENTS

There is a very strong commitment to engage parents, particularly in developing their own self esteem and raising aspirations.

Our Family Worker is in post to support parents through a range of aspects including; managing school routines, healthy eating, emotional support, financial worries etc.

PASTORAL CARE

Our school prides itself on its warm and caring atmosphere. It is important that we not only care for and respect ourselves, but also care for and respect others. Part of a child's social development is being able to deal with their emotions and feelings and we do a lot of work in this area with our dedicated pastoral staff. We encourage anyone with a problem or concern about their child to come in and speak to us about it.

We try to ensure that all pupils feel that they are valued members of the school community, enjoy high self-esteem and learn to resolve problems themselves.

“The school has a very friendly and encouraging atmosphere, all the staff are excellent.”

Cringle Brook parent





Admissions

Manchester Local Authority (LA) deals with admissions for Reception places. If the school receives more applications than there are places available, priority is given to the siblings of children already attending Cringle Brook Primary School and then to children for whom the LA agrees there are exceptional reasons for admission. Any remaining places are allocated according to the proximity of the child's home address to the school.

Full details of admission procedures are provided in the Primary School Admission booklet. This is sent to parents/ carers in the Autumn before their child is due to start in Reception the following September.

Places are given without prejudice. The school has an Accessibility Plan to ensure that pupils with disabilities or special educational needs are not treated less favourably than others.

IN YEAR APPLICATIONS

Applications are made through Manchester City Council. If you require support or have questions about the process, please call the school. We are able to offer support in a range of languages as well as access to computers and the internet to complete the form online.

Special Educational Needs and Disabilities (SEND)

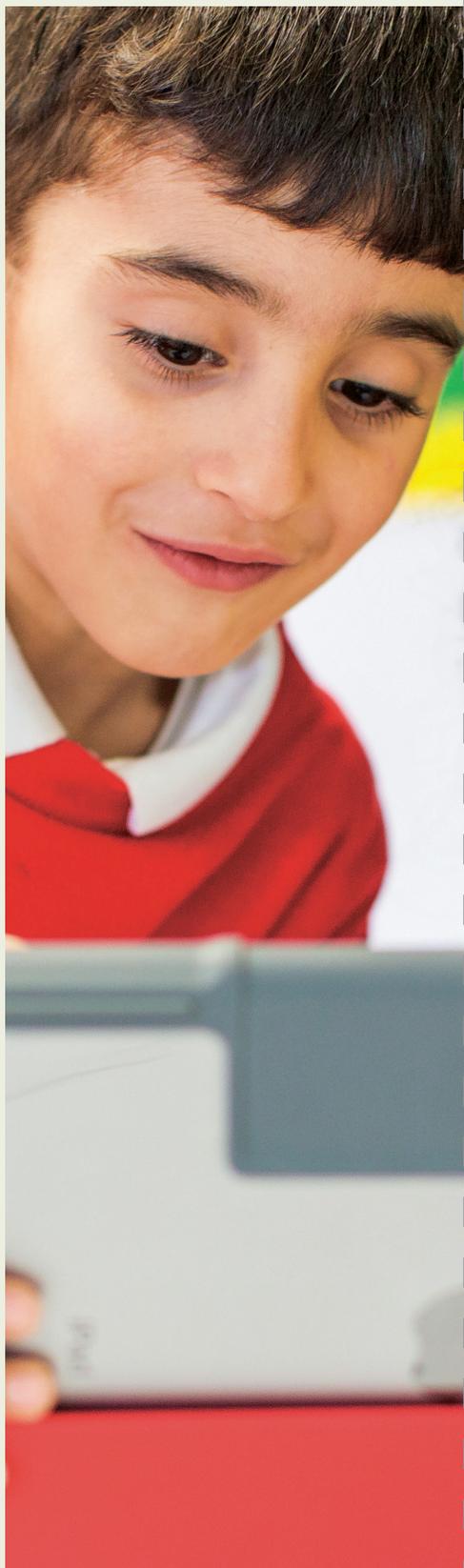
Cringle Brook Primary is an inclusive school, and welcomes all children. We aim to respond effectively to their individual needs and children with special educational needs are given full access to our curriculum. This is achieved by differentiating activities, providing additional support and using specialist equipment where necessary.

We ask parents/carers to give us as much information as possible if their child has special educational needs so that we can explore with them and other key professionals how we can make the most effective provision in school.

Special educational needs includes children who have particular gifts and talents and perhaps need extra opportunities to provide them with a high level of challenge.

We offer support to all pupils according to their needs. At times, pupils may need a programme of additional support to ensure that they develop in all areas of their learning, including social, emotional and physical development. The Inclusion Manager is our Special Educational Needs and Disabilities Coordinator (SENDCo) and oversees the learning support offered across the school. Teaching Assistants work with all pupils in class, including supporting programmes for development of gross and fine motor skills, phonic support, listening and social skills as well as supporting English and maths skills.

The SENDCo works closely with families in times of need, as well as a range of outside agencies such as the Educational Psychologist, Speech and Language Therapist, Play Therapist and Outreach Workers.





Inclusion

We provide a stimulating learning environment and a positive ethos across the whole curriculum which maximises individual potential and ensures that pupils of all ability levels are well equipped to meet the challenges of education, work and life.

The school operates a non-discriminatory policy on admission and all other aspects of school life, taking account of the needs of all pupils irrespective of race, gender, disability and religion.

PUPILS WITH DISABILITIES

All children will be treated equally regardless of any disability, with reasonable adjustments being made to ensure inclusion and access to the curriculum and learning environment. The school observes the requirements of the Disability Discrimination Act and we are satisfied that accessibility to facilities is in line with requirements.

Safeguarding

The safeguarding and welfare of all children is taken very seriously at our school. All staff, trustees, governors and volunteers are expected to share this commitment and all recruitment and selection practices reflect this. Successful candidates and volunteers will be subject to Disclosure and Barring Service (DBS) checks in line with statutory guidelines.

We are required to report any sign of possible non-accidental injury or abuse, immediately and directly to Manchester City Council Children's Services. This is not a matter of choice. It is likely, in such situations, that a social worker will contact parents directly.

Religious education and collective worship

As a multi-cultural and multi-faith school, we believe that it is important for children to be proud of their heritage and religious beliefs, while at the same time being respectful of other people's beliefs. The curriculum teaches the following religions: Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism. As an important part of this, all children will visit a religious place relating to all 6 religions during their time at our school. This enables them to gain a full understanding of others in our multi-faith school and multi-faith city.

We have regular school assemblies which are a time when the school community comes together to think, reflect, share and learn about social and cultural aspects of the world about them. Children, staff and visitors all help to organise and take part in our assemblies. We aim to promote awareness and understanding in all children by emphasising and respecting the different beliefs held by our community.

Parents have the right to withdraw their children from Religious Education and Collective Worship. If you do not wish your child to be taught Religious Education or to take part in acts of collective worship, please come in and talk to the Head of School.

Managing Behaviour & Relationships

The school aims to encourage self-discipline in all children and to provide an effective environment for all children to learn and for teachers to teach. All staff of the school, teaching and non teaching, have a role in effective behaviour management.

We are a restorative school. A restorative approach combines high expectations of behaviour with high support and is characterised by doing things *with* people rather than *to* them. It allows us to address problematic behaviour empathetically whilst maintaining strong relationships. At its heart is the intention to resolve conflict through a peaceful and fair process in which all parties are heard and respected.

To help protect our rights and encourage us to be responsible, we have basic values for behaviour in our school.

- ✓ *We are kind and gentle to each other*
- ✓ *We are honest*
- ✓ *We work hard*
- ✓ *We listen to people*
- ✓ *We look after our school*

ANTI BULLYING

Bullying, either verbal or physical, violent behaviour and fighting are not acceptable at our school and will be dealt with severely. If a child repeatedly behaves in a threatening or unacceptable way, parents will be informed and invited into school to discuss the incident and any consequences and support going forward with staff.



“I’m happy about the staff who are very friendly and care about my views and concerns.”

Cringle Brook parent



The school day

The school day starts at 8.50 am but classroom doors open at 8.40 am. The school day finishes at 3.10 pm. We expect that children will be brought to and collected from school on time. Parents/carers must telephone us if their child is absent to let us know why, otherwise the

absence will be unauthorised. Similarly, if you are likely to be late collecting your child at the end of the day, telephone us to let us know. Please let us know who is authorised to collect your child.

School uniform

Our school uniform is compulsory and all clothing and belongings should be clearly named.

- White polo shirt
- Grey or black trousers (not jeans), skirt or pinafore
- White, black, red or grey socks, red/grey or black opaque tights
- School jumper/cardigan or red jumper or cardigan (does not need to have school logo)
- Plain Black robust shoes (laces should be black)
- For summer, red gingham checked dress, grey or black shorts
- Red or black small hair accessories

School lunch

School lunches provide healthy hot meals for children, are cooked on site and there are always vegetarian and Halal options. To ensure that national nutritional standards are being met, we have a school nutritionist.

All children from Reception to Year 2 are entitled to a free school meal. School meals are healthy, nutritionally balanced and we would encourage all children to have them.

Cringle Brook Primary School, Local Governing Body

WHO WE ARE

The Board of Kingsway Community Trust has appointed an experienced group of individuals to form the Local Governing Body of Cringle Brook Primary.

The role of the Trust Board is crucial in both supporting and challenging the school through their three core roles of:

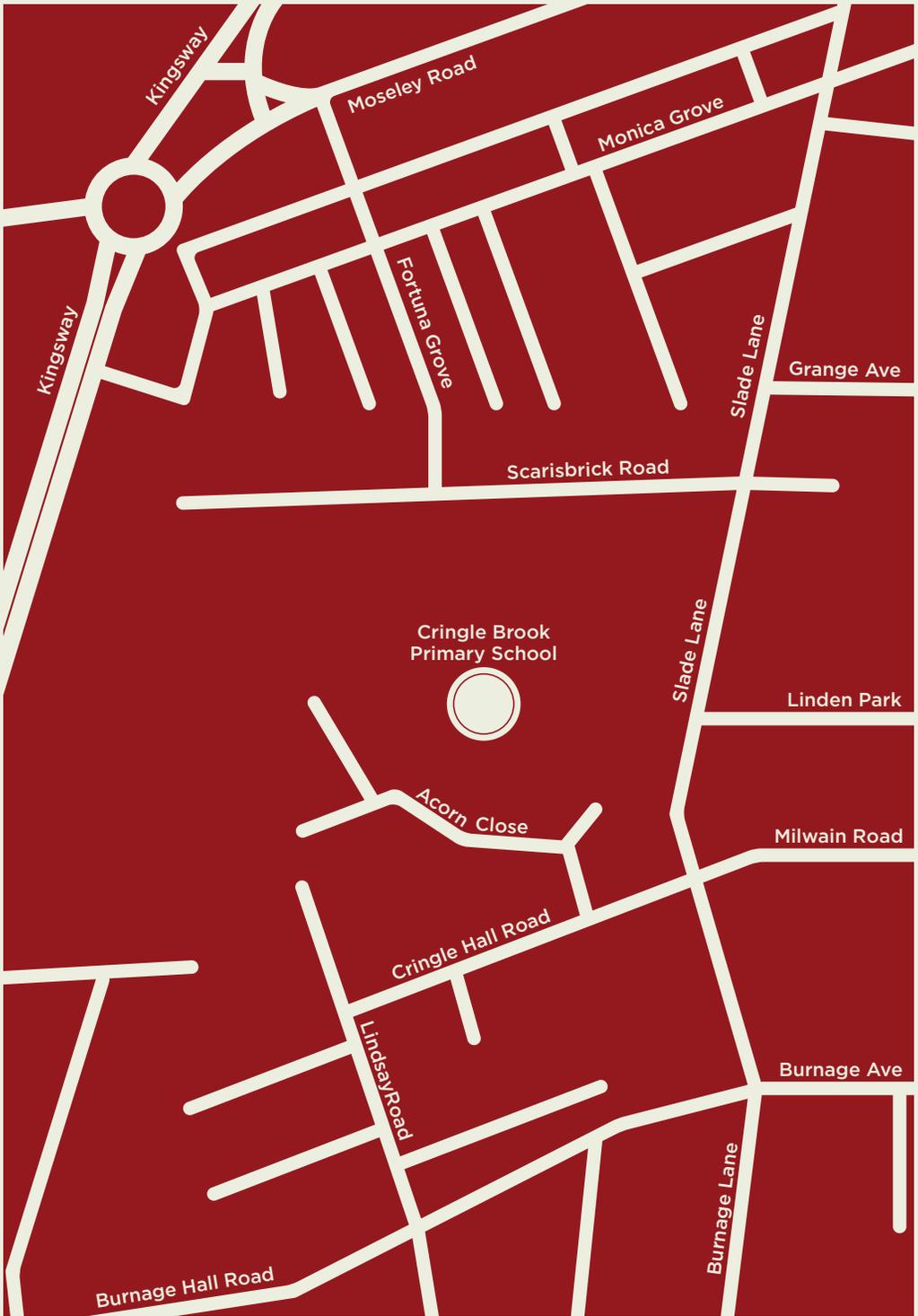
- Challenge and support
- School improvement
- Accountability

The Local Governing Body is made up of seven members with representatives from the parents, staff, community and the Kingsway Community Trust Board. Their term of office is four years and full training and support is available to people joining the governing body.

WHAT WE DO

The Local Governing Body, through a detailed knowledge of the pupil data and school information, actively takes part in the school's self-evaluation and strategic planning process. The Local Governing Body, in collaboration with Kingsway Community Trust, The Executive Headteacher, Head of School and the Senior Leadership Team, is responsible for implementing the school's improvement plan and for monitoring the quality of teaching and learning at Cringle Brook. However, the Executive Headteacher is responsible for all day to day decisions that ensure the school runs smoothly.

WHAT WE NEED TO DO	HOW WE DO IT
Establish a clear vision for the future of the school and strategy for how to achieve it.	We support our school's commitment to high achievement for all. We set aims for the school, usually 2-3 priorities. With the Executive Headteacher, we look at the longer term challenges the school faces.
Make sure the school's values are being taught and reflected by the pupils.	When making visits to school, we look for evidence of the values being modelled by staff and being reflected by pupils throughout the school.
Ensure the health and safety and safeguarding of all staff and pupils.	We remain vigilant when on school premises and have a Governor who undertakes health and safety walks to ensure that our schools are safe places. We also follow up on issues raised by the committee and others.
Ensure the school has a sound financial strategy.	This is done through the Finance, Risk and Audit Committee of the Trust in accordance with EFA regulations. This helps us to assess that public money is being spent wisely and ensure financial health.
Ensure the highest standards are being met.	<ul style="list-style-type: none"> • Through Lead Governor visits to ensure the curriculum is being taught • Through receiving data on the results of national standardised tests • Hearing presentations from subject leaders in Governor meetings • Through termly updates on the attainment of the children and the school's progress on the Priorities for Improvement
Ensuring parents have a voice in our schools.	<ul style="list-style-type: none"> • By providing information • By linking with parents and by looking at the results of the parents voice feedback opportunities



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