



Siddal Primary School



Siddal Primary School

Learn, Enjoy, Achieve

Welcome to Siddal Primary School

Foreword: Acting Head Teacher Caroline Howarth says...

It is with great pride that I welcome you to our wonderful school.

Igniting an interest in the world

Our teaching is stimulating, vibrant and creative, and encourages our children to continue their education outside of school, and become lifelong learners. We want to ignite an interest in the world around them, and for that interest to lead to fulfilling and imaginative lives. Learning should be fun!

Pastoral care

Whilst academic achievements are an important part of life at our school, all our children also have the opportunity to enjoy a wide variety of sporting and musical opportunities, as well as regular trips and residential visits. Our pastoral care is exceptional, ensuring all children are kept safe and are supported both inside and outside school.

Dedicated staff

I am also very proud of our exceptionally experienced and dedicated staff, who ensure that all our children are well supported to achieve their true potential, and work hard with families to overcome any barriers to learning.



Parent partnership

Another very important part of our school is you, the parent! As you will see, by reading the many parent and pupil stories within this prospectus, you and your child are very important to us. We champion the link between school and parent and work very hard to involve you in every step of your child's time here...and increase your child's enjoyment of learning. We have been awarded the 'Leading Parent Partnership Award: Raising Achievement by Engaging Parents'.

Get in touch

We are very proud of our school and aim to give all children a full and rounded education, helping them to fulfil their potential. You are very welcome to come and look at our wonderful school and all that we offer. To arrange a visit please contact admin@siddalprimary.calderdale.sch.uk or phone 01422 354976.

Brighter Futures Academy Trust

We are a member of Brighter Futures Academy Trust, an approved DfE Academy sponsor based in Calderdale, West Yorkshire. We are no ordinary family of schools. We have a real drive and belief that our children, and our schools, are outstanding. The vision of Brighter Futures Academy Trust is to achieve excellence in education by establishing a growing family of academies and schools that share core values, principles and aims... and where every child succeeds!



School day



The school gates open for the start of the school day at 8.40am and the school bell rings at 8.50am. School finishes at 3.00pm Mon-Thurs and 3.25pm on Friday.

Wraparound clubs

We have a Breakfast Club which runs from 7.45am until 8.45am each morning. This facility provides a really good start to the day for those parents who have difficulty in balancing home and work arrangements.

Uniform

We expect to see all children in a school uniform. This ensures the children look smart, which in turn, encourages them to take pride in their school and approach learning in the right frame of mind. A school uniform helps promote a sense of belonging and community. Our Early Years and Key Stage 1 uniform consists of trousers, skirt or dress in black or dark grey, a sweatshirt or sweat cardigan in navy blue, a green polo shirt and green or blue summer dress, with black shoes. Our Key Stage 2 uniform for the girls is the same as in Key Stage 1. The boys' uniform consists of grey trousers, a white shirt and school tie.

School meals and snacks

Children may have a packed lunch or a school meal prepared and delivered by an external provider. We encourage the children to make healthy choices and ask that packed lunches do not contain sweets or chocolate bars.

Free school meals

Free school meals are available for children up to, and including, Key Stage 1, and to those older children whose parents are in receipt of income support.

Break-time and drinks

Under the Fruit in School scheme Key Stage 1 children are entitled to a piece of fruit each day free of charge. This is given as a playtime snack. Water is available throughout the day. Milk is provided free to pupils who are eligible to receive free school meals and children up to the age of five and of nursery age are also entitled to milk free of charge.

Children are encouraged to bring into school a named water bottle.



Siddal Primary School is a school where Anna **believes** all children can **flourish**

Anna and Michal Gawryluk live in Halifax with their daughters, Wiktorja, five, in Reception and Maria, two.

Reassuring recommendations

Anna and Michal chose Siddal Primary School primarily because of the many positive comments from friends whose children attend the school. "Choosing a school is a difficult and important decision so it's reassuring to receive recommendations from people who have experienced it through their own children."

Warm, friendly and welcoming

Anna has been impressed with what she has seen of Siddal Primary School during Wiktorja's nursery and reception years. "My friend's recommendations about the school - all the positive comments they made about the warm, friendly and welcoming environment and the excellent teachers - have all been true, and I can say that we have not been disappointed in choosing the school for our children."

A nurturing approach

Anna was pleasantly surprised with how teachers reassured Wiktorja and helped her to settle into the school environment when she first started in Nursery; "I think the teachers have an individual approach to the children. They devoted a lot of time to ensuring Wiktorja felt welcome and safe and secure. They allowed me to stay for some time with her so that I was a familiar face for her. This continued for a little while until Wiktorja felt comfortable enough to go in alone with staff. I appreciated this time and found the staff to be reassuring and nurturing. I think that gentle approach at the beginning helped Wiktorja feel confident and comfortable and helped to make the transition to Reception that much easier."

An individual approach to teaching

With English not being the Gawryluk family's first language, when Wiktorja first started at school she was only able to count to five in English. "Now, Wiktorja's reading and writing in English is very good and she speaks very well. She used to play only in Polish, but now she tends to play only in English. We really have seen incredible progress!"

In Nursery, Anna noticed that teachers would spend time helping to develop Wiktorja's English language. "She attended only for fifteen hours a week but during a two month period they would spend additional time during lunch times on a one-to-one basis with her. I think this gave her a really good basis from which to progress at school."

Excellent progress

Anna adds; "Her teachers at school regularly show me Wiktorja's work and I can see how amazingly well her understanding of the English language has developed. She can describe things very well and at school will write stories in English; we are very pleased indeed."

According to her delighted parents, Wiktorja continues to thrive at school. "She's not needed any additional support despite English not being her first language. We couldn't be happier with the progress she is making in all areas."

Children say:

Wiktorja says: "I like playing and drawing and going to assemblies at my school!"

Curriculum: learn, enjoy and achieve

Ready for the 21st century

We believe that all children have the entitlement to a broad, balanced, creative and coherent curriculum which should prepare them for the opportunities and challenges of the 21st Century. In order for children to learn to think for themselves the curriculum should be enquiry based. It is important that children are responsible for their own learning, enabling them to plan and show initiative, persevere and have a commitment to self-improvement.

We use the International Primary Curriculum from Year 1 to Year 6 to teach subjects including art, science, geography, history and technology. It is a topic based approach and each class follows a theme for a number of weeks.

Nursery

We use a play based approach to deliver the Early Years Foundation Statutory Framework. The Early Years Foundation Stage supports an integrated approach to early learning and care and sets standards for the learning, development and care of children from birth to 5 years old.

Reception

We use a play based approach to deliver the Early Years curriculum which focuses on seven areas of learning. Our pupils use the indoor classroom and outdoor areas choosing from a range of activities throughout sessions. Reading, writing and maths are taught using a structured approach with whole class and small group adult led activities.

Key Stages 1-2

Areas of the curriculum are:

- Mathematics
- Literacy
- Science
- Information and Design Technology
- History
- Geography
- Art
- Music
- Physical Education
- Religious Education
- Health
- Citizenship
- Personal and Social Education.

Debbie believes the nurturing environment at Siddal Primary School is helping her daughter to thrive both academically and personally

Debbie and Paul Johnson live in Siddal with their daughters, Cody, six, in Year 1 and Macy, four.

The natural choice

Cody attended the preschool at Siddal children's centre so Debbie was familiar with Siddal Primary School as they are closely linked. "I liked the feel of the school. It's very friendly and the staff have always been so helpful. Cody settled so well into the preschool and was already familiar with some of the school staff, that it felt like a natural progression to apply for Siddal Primary School," explains Debbie. "Cody is quite shy, so the first few weeks she was a little unsure but the staff would comfort her and would always reassure me. They were very approachable and Cody had always had a lovely day when I collected her. She settled in very well after her initial reservations and she really loved her time in reception."

Ensuring children feel comfortable

One of the key points for Debbie is the way the school manages the transition periods between school years. "They are very good at managing change and ensuring the children feel comfortable with everything. Cody spent a day in Year 1 to prepare her for the next stage which I think was brilliant. She got to know her classroom and the kind of work involved. I think it's a really positive way to introduce the children to what's involved next for them."

A school to thrive in

According to her delighted parents, Cody is thriving at Siddal Primary School. "There's no looking back for her! Year 1 meant a new classroom for her and a new class setup involving a mixed class of Reception and Year 1 children and I wasn't sure how she would handle the changes but she has absolutely flourished

in this environment. I think having the mixed class has been brilliant for her. She absolutely loves it! She has progressed really well. I think it's really helped having a mix of academic work and play and patient and caring staff. She seems to have got a lot from the balance of academic work and learning through play that Year 1 has provided."

A nurturing environment

Debbie adds: "I think the mixed Reception and Year 1 class is nurturing for children. Cody's reading and writing has come on greatly during this last year; she really has thrived in the mixed class environment and to anyone who may have reservations about it, I honestly believe it's been beneficial for Cody, both in terms of her academic progress, but also for her personal development and self-confidence. I feel confident that she is more than ready for Year 2."

An approachable and understanding teaching team

Another key strength for Debbie is the approachability of the staff. "I really like how visible around the school they are and how the door is always open if you have any concerns. The Headteacher is great. I feel like the teaching team really understand that my children are my priority. I feel my girls are safe at Siddal Primary School and I trust them completely and know that they care about them as individuals, which is so important."

Children say:

Cody says: "I really like my classroom because I love reading, writing and playing in it!"

Enriched curriculum: trips and visits



Trips

To further enrich our curriculum, all children are offered a range of visits which are connected with work in the classroom. We make visits locally and further afield and invite visitors into school from the wider community. Parents are encouraged to accompany us on these trips and all children should take part in them. Previous trips have included:

- Farms
- Square Chapel, Halifax
- Yorkshire Wildlife Park
- London.



Holidays and visitors

Older children have the opportunity to go on a residential trip during the school year. These experiences can help to develop qualities of self-reliance and tolerance of others. Children learn independence and develop confidence. Additionally, we arrange visits to the school by theatre groups and those with professional expertise such as singers, artists and musicians.



Inclusion: a curriculum for all



We value the abilities and achievements of all pupils and are committed to providing, for each pupil, the best possible environment for learning.

Special Educational Needs

We make every effort to achieve maximum inclusion of all pupils whilst meeting individual needs. We try to ensure that any special physical, emotional or intellectual needs are identified as early as possible. Children are assessed in a variety of ways when they join the school and can be supported individually or in small groups. If necessary, professional guidance is sought from other agencies such as Speech Therapy, School Health or an Educational Psychologist. Parents are involved at every stage. Above all, we want to raise the self-esteem of all our children and give them the skills to enjoy life in and out of school.

Access

Our building is fully accessible and meets all existing requirements for children and adults with physical disabilities as laid down under the Disability Discrimination Act 1995.

Gifted and talented children

We ensure that children who have been recognised as gifted and talented are given opportunities to follow a curriculum that offers additional breadth, depth and acceleration to the normal curriculum in order to develop their talents.

Lindsey and Damian are **grateful** to Siddal Primary School for the **support** they have given their son with his **individual needs**

Positive reviews

Lindsey and Damian chose Siddal Primary School because they were originally hoping to move to Siddal and had heard lots of great things about the school from others. "I think when you're looking for your first school, the decision can feel daunting. Whilst we had done our own research, we listened to other people's experiences and heard great reviews of Siddal," says Lindsey.

Individual needs

According to Lindsey, when Oliver first started school he was shy and reserved. "He would be very clingy," explains Lindsey. "Oliver has some difficulties with his speech, for which he has been seeing a speech therapist. When he first started at Siddal he was having difficulty with pronouncing a number of words and I think both of us were conscious that teachers and children may have difficulty understanding him, but school took time to understand his individual needs and we've seen a lot of progress in Oliver."

Fantastic progress thanks to school support

Initially, Oliver's speech difficulties were impacting on his ability to write and spell words correctly as he would try and write them as he would pronounce them. "He's like a different child now; the changes in him have been brilliant to see! He's far less reserved now, much more confident in himself and loves going into school. At the last Year 1 parents' evening I was told that he was now exceeding where he should be for his age, which is great!"

Developing at great speed

Lindsey believes these changes in Oliver have much to do with Siddal Primary School and the caring teaching team. "When Oliver went into Year 1, the class setup changed into a mixed Reception and Year 1 class. I initially had some reservations that this might hold Oliver back and prevent him from progressing the way he needed to, but I believe it has actually helped him to progress at a greater speed."

"I'm so glad the school decided to incorporate the mixed year class as I really believe it's helped him to come out of his shell and build his confidence. He actually stood up in a school assembly recently and spoke in front of everyone!"

Focused small group work

Lindsey has been grateful for the support Oliver has received from school with his speech therapy. "They've worked very closely with Oliver's speech therapist and they have consistently worked at implementing the support the speech therapist has recommended. They do some small group work with him, which Oliver loves. Whilst his speech isn't yet perfect, he's now able to spell words with the correct sounds and I think this is down to the focused small group work that the teachers have done with Oliver."

Children say:

Oliver says: "I really like my friends and my teachers at Siddal Primary School."



There are a wide variety of lunchtime and afterschool clubs for children to enjoy. Recent examples include:

- Board games
- Scratch
- Taekwondo
- Kindle reading
- Film Club
- Choir
- Football
- Street dance
- Baking
- Table tennis.

Music

In addition to our Choir Club, we offer a broad musical provision, including opportunities to experience and play recorder, ukulele, percussion and untuned instruments.

Sport

Our aim with PE and sport is to provide opportunities for physical learning for all pupils. We want all of our pupils to be happy and healthy and enjoy physical activity. As a school we strive to provide new and varied physical activities for children before, during and after the school day. We believe that PE and sport enhances academic learning, and leads to healthier, happier and more productive lives.



Steph Prosser lives in Halifax with her children, Millie, 7, in Year 2 and Harrison, 5, in Reception.

Steph believes her children are **thriving** thanks to the **care, support** and **education** they receive at Siddal Primary School

A really great school

Steph's nieces and nephew attended Siddal Primary School, so Steph had visited the school many times before deciding on it as the perfect choice for her own children. "I had always loved everything I saw. When I moved to the area I knew instantly Siddal Primary School was the school I wanted for Millie and Harrison. It's a really great school!"

Welcoming, willing to listen and helpful

Whilst there are many aspects that Steph believes are outstanding, the personal support her family has received is something she is particularly grateful for. "Our family circumstances changed quite a lot last year; the school were both approachable and supportive. I've always found the teachers welcoming and willing to listen. The teachers instantly make you feel comfortable - I've always felt I can talk to them. They place a lot of emphasis on working together to support the children and the family, which I'm grateful for. It's extremely reassuring."

Strong relationships

Steph adds: "Millie went through an emotional period last year and I wanted her to feel that she had someone she could speak to outside of the family. After talking to the teacher and the school's social worker there was a dedicated member of staff made available that Millie could talk to whenever she felt it necessary. I think it really helped and was a valuable source of support for Millie during a difficult period. She has a lot of trust and affection for the staff and her confidence has grown massively thanks to the strong relationships they have."

Communicating progress

According to her delighted mum, Millie has always been a quick learner and is progressing brilliantly at Siddal. "She has always enjoyed learning but this year her progress has blown me away! To be called in to school and shown examples of her work and to hear how well she is doing is very much appreciated. It's great that teachers take time out to regularly report back to you about how your child is progressing, outside of parents' evenings. As a parent, it's extremely reassuring to be kept informed."

A focus on reaching individual potential

Steph has also been pleased with how the teachers have continued to challenge Millie and ensure she is stretched academically. "She reached some of her targets early but the teachers have continued to ensure she feels challenged, which Millie and I really like. She will sometimes receive work beyond what is required for her year group. I think it helps to ensure she is reaching her potential and I appreciate that the teachers are willing to support her in this way."

"For Millie, the fact she is progressing to work that is perhaps intended for children slightly older fills her with confidence and does a lot for her self esteem."

Children say:

Millie says: "I love art and being creative at school and I enjoy spending time with my friends there."

Harrison says: "I love going to school and seeing all my friends!"

Admissions



We are pleased to offer 30 places in each year group throughout school. We are often over-subscribed and demand to attend the school is high. We welcome all prospective parents to visit the school and see what we can offer your child. We continually focus on improving the quality of education we provide at Siddal Primary and we are very much focused on the needs and aspirations of each and every child attending our school.

Admission into Nursery

Children have access to 5 terms of Nursery provision and can be admitted at 3 stages during the school year (September, January and April).

Admission into Reception

Children are admitted into Reception in the September following their fourth birthday. You will need to register and apply for a place for your child.

Admission into other year groups

If you are considering Siddal Primary School for your child, you may find it helpful to arrange an informal visit to the school. Please contact the office to arrange an appointment where we will be very happy to show you around our school.

Applications

The Admissions Authority for Siddal Primary School is Brighter Futures Academy Trust. Applications for admission into Nursery should be made directly with the school. Please contact the school administrator on 01422 354976. For all other year groups, Calderdale MBC co-ordinates the authority wide allocations in accordance with the School Admission Code.

Tel: Calderdale School Admissions Team 01422 392617

Email: cyps.admissions@calderdale.gov.uk

Web: <http://www.calderdale.gov.uk/education/schools/admissions/index.html>

Getting involved

Parents, Teachers and Friends Association (PTFA)

We have an active PTFA, which raises additional funds for the children. Every parent is automatically a member of Siddal Parents and Friends, the function of which is to develop closer links between the parents, teachers and local community and to provide financial support towards educational resources and equipment. The events that are organised vary from year to year.

Do you want to join the PTFA?

We welcome any ideas for fundraising and encourage parents and carers to share these with us. Information about meetings is shared with parents, and you can find more information on the school website. Please come and share your talents with our school!

Voluntary helpers

We value the contribution of parents and family and we actively encourage your help during the school day. Parents and family help with a variety of activities which include costume making for school plays, reading with our children, helping children to choose a library book, sewing,

cooking and acting as extra pairs of hands on educational visits. We accept all help gratefully. All regular volunteers must have a DBS check before they commence work in school.

Governors

We have a full and active Governing Body, which includes parent governors as well as representatives from staff, the local authority and the local community. The governing body has a range of duties and powers and a general responsibility for the conduct of the school with a view to promoting high standards of educational achievement including setting targets for pupil achievement, managing the school's finances, making sure the curriculum is balanced and broadly based, appointing staff and reviewing staff performance and pay.

Vacancies for Parent Governors are advertised as they arise.

Do you want to be a Governor?

Our Parent Governors give parents a voice in decision making. They are elected by parents through a ballot. If you are interested in becoming a Governor, please contact the school office.





Mission statement

At Brighter Futures Academy Trust, we are committed to improving the life chances of all children. Where we have the capacity to make a difference, we are morally bound to do so. We believe every child deserves the best possible start in life – a world class education aimed at helping the children in Brighter Futures Academy Trust schools become successful learners, confident individuals and responsible citizens. Our mission is to help every young person in our schools to expand their horizons, and build the confidence, talents, interests, skills and qualifications to succeed as they make their way towards a fulfilling and prosperous adulthood. Members of the Trust strive together for excellence in partnership, so that our children, staff and communities benefit from excellent teaching, learning, leadership and opportunities.



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Backhold Lane

Siddal

Halifax

HX3 9DL

Tel: 01422 354976

E-mail: admin@siddalprimary.calderdale.sch.uk



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Siddal
Halifax
HX3 9DL

Email: admin@brighterfuturesmat.org.uk
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