

MILLDENE PRIMARY SCHOOL

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'Living and Learning Together'

Kindness

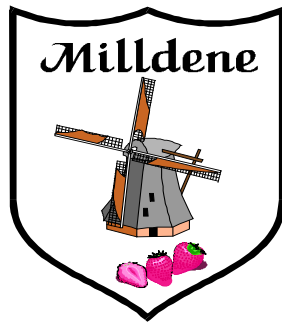
Respect

Curiosity

Status and Character

Community Primary School
Co-educational for pupils age 4 to 11

Head Teacher: Mrs M Coxhead
Chair of Governors: Ms S Threadgold



September 2025

Dear Parents,

I have the great pleasure of welcoming you and your family to Milldene Primary School. I hope that you find this prospectus helpful in making that important decision as to where your child starts their educational journey. Please look at our website for more information and feel free to contact us to arrange a visit to our lovely school.

In our prospectus, you can find out more about Milldene's warm, happy and stimulating learning environment. We are passionate about ensuring that each and every child develops with self confidence and achieves their full potential across the wide range of experiences that are on offer. We believe that the whole child should be nurtured as well as aiming for each child in our care to leave ready for the next stage of their education.

From the moment children arrive at our school, we like to get to know them and their families and welcome you to join in with every aspect of school life. By working in partnership, together, we really can bring out the best in your child, both socially and academically.

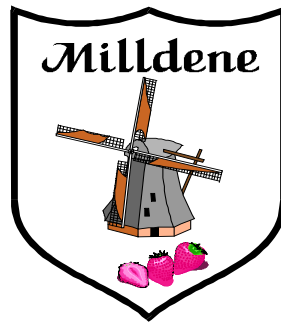
There really is no substitute for coming to see our school where you can be sure of a warm welcome. Your visit will provide you with an ideal opportunity to see for yourself our creative, confident and independent pupils. I am sure that when you visit Milldene Primary School, you will also feel the positive, friendly atmosphere and strong sense of community.

If you require any additional information, please do not hesitate to contact us via the school office or send us an email at admin@milldene.essex.sch.uk.

Mrs Margaret Coxhead
Headteacher

SAFEGUARDING STATEMENT

Milldene Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



September 2025

Dear Parents and Carers,

On behalf of the Governing Board of Milldene Primary School, I would also like to welcome you to our school prospectus.

The Governing Board is responsible for working with the school to make sure that we deliver the best education possible to all of our pupils.

Our key roles are to:

- Ensure that the school has a clear strategic direction;
- Monitor the quality of the education provided and;
- Oversee the financial performance of the school ensuring that the budget is utilised wisely.

It is varied and challenging role but one we all feel extremely privileged to hold.

As a Governing Board, we are incredibly proud of our children and the safe, secure and nurturing learning environment that has been created at the school.

The Governing Board does its utmost to support and challenge the Headteacher, leadership team and staff at Milldene to achieve the school's aim that every pupil reaches their full potential, both in their social and academic development. We strongly believe that our effort to keep to a single year group class structure is a vital part of the school's success.

We were delighted when, in October 2016, Ofsted judged us good in every category recognised the hard work and dedication of the team. Since then, external moderation has shown that the school has maintained or improved on those standards and we received a visit in May 2022 confirming that we remain a good school.

We very much look forward to welcoming you to our school and we wish your child every success and happiness at Milldene.

Susie Threadgold

Chair of Governors

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OUR VISION FOR MILLDENE

Our School is a safe, happy and ambitious community where every child and their family are valued.

Confidence, creativity and curiosity enable each child to discover a world of possibilities.

'Living and Learning Together'

At Milldene School we aim to:

- **help our children to develop enquiring minds, through exploration and discovery, within a carefully managed learning environment;**
- **help our children to show consideration and respect for others and develop an understanding of other cultures and beliefs;**
- **develop the confidence, self-esteem and independence of our children;**
- **develop an awareness of the world through first hand experience;**
- **give children experience and knowledge of the wider world;**
- **use the whole school environment to provide areas of stimulation, privacy and quiet;**
- **ensure our children have an understanding that they have responsibilities as well as rights which help them in valuing the feelings, interests and views of all members of the community.**



“ Pupils of all ages learn that people are different but equal. They show a great deal of maturity when talking about different relationships, faiths and cultures.”

(From Ofsted report May 2022)

OUR SCHOOL

The school is set in pleasant and spacious grounds, and we are very proud of our school setting. Milldene was opened in 1968 to serve the housing estates being developed in the north of Tiptree. The school is well resourced and offers considerable space for children to enjoy the learning process. We have a large, bright hall which is used for PE, music, assemblies and lunches. Our classrooms are equipped with interactive whiteboards and we have two class sets of Chromebooks to teaching computing and to enhance our curriculum. We are very lucky to have a large sports field and a hard surface playground with a netball court and two climbing frames. The whole site is secure and well kept.

ADMISSION PROCEDURES

Starting school

For those of you who have children approaching school age, admissions to all Essex schools is co-ordinated by the Local Authority (LA) Essex County Council. The timetable for this is set out in the booklet, 'Primary Education in Essex', published annually. For more details contact the LA on 0845 603 2200 or online at www.essex.gov.uk/admissions.

The school admits all reception children full time in the autumn term.

Admission policy

The admission number for Milldene is 30.

There is no guarantee of a place for children living in the priority admissions area.

In the event of oversubscription places will be allocated using the following criteria in the order given:

- looked after children;
- children living in the priority admissions area with a sibling attending the school;
- other children living in the priority admissions area;
- children living outside the priority admissions area with a sibling attending the school;
- 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.



Exceptional medical circumstances (supported by medical evidence) may override the above.

Agreement for children living in the priority admission area

The LA may offer places above the published admission number (during and after the normal time of admission) in the following exceptional circumstances:

- for infant classes at the class size limit: if the next nearest school with a space is not within a reasonable distance of the home address, or
- for junior classes or where the admission would not breach the infant class size limit: if the journey to the next nearest school with a space is not reasonable in terms of distance, accessibility or cost.

Deadline for applications

For admissions for September 2026, applications can be made online at www.essex.gov.uk/admissions. The deadline for applications is 15th January 2026.

Equal Opportunities Policy

The Admissions Policy does not allow sex, race, colour, religion or disability to be used as criteria for admission. If you wish to apply for a place for a child that has already started school you will need to make an application through the LA. You may obtain an application form from Milldene or directly from the LA. The admission policy will be applied if there are more applications than places available.

Induction arrangements

New entrants to the reception class and their parents will be visited at home by the class teacher and learning support assistant prior to their admission to school. At this meeting you will receive an induction pack containing a range of information about the school and the build up to starting school. The children will then have opportunities to visit and spend some time in the school before starting. Please ask for a copy of our leaflet 'Transition from Nursery to Early Years'.

School organisation

Classes are arranged according to the ages of the children. The arrangements at present are as follows:

Ruby Class	Reception
Sapphire Class	Year 1
Topaz Class	Year 2
Amethyst Class	Year 3
Opal Class	Year 4
Emerald Class	Year 5
Diamond Class	Year 6



Key stages

There are three stages in school, Foundation Stage and Key Stages 1 and 2, arranged as follows:

Year Group	Key Stage
Reception	Early Years/Foundation
Year 1 Year 2	1
Year 3 Year 4 Year 5 Year 6	2

What is special about the curriculum at Milldene?

At Milldene Primary School, we aim to widen the perspective that children arrive with through offering a broad, balanced curriculum using our three curriculum drivers —The World, Diversity and Possibilities. Our intent is to engage the children by showing them a 'world of possibilities' and opening their eyes to the opportunities that are out there for them in their futures, whether it be possible careers, different cultures or places to travel and see in the world. We aim to help them develop independent and enquiring minds, that have the tools to succeed academically, creatively and emotionally.

We invite specialists and members of the local community into the school to enhance the curriculum. We also use school visits and visitors as a way of providing interest and stimulus and extension for the curriculum. Each class has either a visit out of school or a visitor into school each term. A wide variety of activities are arranged for the children - ranging from a trip to the Science Museum, wildlife centre or Saxon village, to hatching chicks in the classroom and guest speakers from charities in assembly. In computing we have improved staff knowledge and children's experiences and have a bank of Chromebooks.

Our most recent Ofsted report (2022) said: "Leaders have placed their core values at the heart of the school's work. Pupils are developing positive attitudes to learning and pride in their achievements."

Organising the curriculum

When organising the curriculum we take care to ensure that learning is meaningful and accessible for all children. We have developed our curriculum to encompass creativity.

The arrangement of the curriculum into blocks of work means that some subjects may not be taught during a week or even half a term, but there will be a balance over the term or whole year. The school curriculum for all year groups can be accessed on the Milldene website.

The National Curriculum applies to pupils of compulsory school age in community schools. It is organised as below:

Early Years curriculum (Reception Class)

During Early Years, much of the work is developed through play; play which is purposeful and structured so that your child will learn actively from the areas of learning and experience for young children (Communication and Language, Physical Development, Personal, Social and Emotional Development, Literacy, Mathematics, Understanding of the World, Expressive Arts and Design).

Key Stage 1 (Age 5-7 Year Groups 1 and 2)

The Key Stage 1 curriculum covers the breadth of the National Curriculum; English, Mathematics, Science, Computing, Technology, History, Geography, Religious Education (RE), Art, Music, Physical Education (PE), Personal, Social and Health Education (P.S.H.E).

Your child will learn and refine skills in a safe and stimulating environment. Structured tasks will allow your child to build concepts, sort and absorb knowledge and to achieve success in the tasks attempted. These tasks will be suited to each child's need. Support and encouragement are given as and when appropriate.

Importance is put on developing social skills and interaction, so that children are able to operate as individuals or in groups. They learn to listen, to follow instructions and to interact positively with each other. Their natural curiosity will be encouraged to question and to explore their immediate surroundings. They will learn to control their bodies and develop fine motor skills.

We employ a variety of teaching methods, from individual teaching to whole class lessons, to deliver a broad and balanced curriculum accessible to each child.

Key Stage 2 curriculum (Age 7-11 Year Groups 3 to 6)

The KS2 curriculum also covers the breadth of the National Curriculum. Cross-curricular topics are planned to make work meaningful and to develop opportunities to use skills across the subjects. There will also be single subject teaching. The children also have the opportunity to learn French.

We aim to offer a rich, varied, inspiring diet and encourage every child to achieve their full potential as individual learners.

Curriculum continuity

We are working to develop the four main transitional stages from home to secondary education so that children progress smoothly in their learning and development.

1. Home/pre-school provision to Reception.

There are visits to our setting by children from Milldene Playgroup and we are looking to develop further our liaison with other pre-school providers in the locality. Prospective parents and their children are invited into school for a variety of induction events to ensure an easy transition from home to school. Reception Class staff visit children at home before they start school.

2. Foundation Stage to Year 1.

The teachers of the Foundation class and Year 1 plan together for the end of the summer term of Reception and for the beginning of the autumn term for Year 1.

3. Key Stage 1 to Key Stage 2

The Year 2 and 3 classes work together during the summer term in preparation for transition.

4. Year 6 to Year 7 (secondary education)

Visits are arranged to local secondary schools for Year 6 pupils. Children with Special Educational Needs are taken to their new school to meet the Special Educational Needs Co-ordinator and the Learning Support Assistants who will be working with them.

Areas of learning

Ofsted 2022: “Pupils follow a broad and interesting curriculum. They enjoy and talk knowledgeably about their learning.”

Art and Design

Art and design stimulates creativity and imagination. Art and Craft are regarded as important means of expression in their own right but are also regularly linked with other areas of the curriculum.

Design and Technology

Design and Technology (D&T) prepares pupils to participate in tomorrow's rapidly changing technologies.

English

In studying English, pupils develop the skills in speaking, listening, reading and writing. It enables them to express themselves creatively and imaginatively and to communicate with others effectively. Pupils learn to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts.

Geography

Geography provokes and answers questions about the natural and human worlds. It develops knowledge of places and environments throughout the world, an understanding of maps and a range of investigative and problem-solving skills both inside and outside the classroom.

History

History fires pupils' curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present and what past societies were like. As they do this, pupils develop a chronological framework for their knowledge of significant events and people.

Computing

The aim of computing is to equip pupils with the skills they need for the world of work, help them to problem solve and become logical thinkers. They learn about E– Safety and how to stay safe online.

Mathematics

We teach Mathematics as prescribed in the National Curriculum guidelines. The development of mathematical knowledge is progressive and skills based. We aim to teach children to understand mathematical concepts and how to use and apply them. In Mathematics pupils are taught to become fluent in the fundamental skills, to reason mathematically and to solve problems. Conceptual understanding is developed using a range of practical, oral and written activities. Pupils learn about number, measurement, geometry and statistics.

Modern Foreign Languages

The teaching of a Modern foreign language has been introduced in Key Stage 2, with all children receiving Spanish lessons.

Music

The teaching of music develops pupils' ability to listen and appreciate a wide variety of music and to make judgements about musical quality. At Milldene we offer our pupils the means of exploring sound, to create their own work, and to experience and interpret the work of others.

Personal, Social and Health Education (PSHE)

PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

Physical Education

Physical Education develops pupils' physical competence and confidence.

Milddene has excellent facilities for all activities. We have a good playing field for hockey, football, rounders, athletics and kwik-cricket, there is also a netball court.

In the curriculum it is expected that all children can swim 25 metres by the end of year 6. For this reason we arrange for Year 5 & 6 during the summer term to have swimming lessons at a local pool.

Children are also able to participate in a number of school clubs run at different times of the year. The children have access to several sports coaches, and a variety of competitive games and tournaments are entered. We are fortunate in having staff and parents who give time, energy and transport to make these occasions possible.



Religious Education

The children are encouraged to respond to pattern, order and beauty in the world. They are taught to behave with consideration to others and to develop tolerance. We focus on six main religions: Christianity, Judaism, Hinduism, Islam, Sikhism and Buddhism. We also cover Humanism in Year 6. We ensure the County agreed syllabus is covered, and together we celebrate the main Christian festivals, to which parents are often invited to join us.

We hold an assembly every day, either whole school, class, or separate assemblies for Infants and Juniors, when worship may take place. The children are given the opportunity to join in with prayers and to think quietly.

Please note: Parents who wish their children to be withdrawn from collective worship and RE should consult with the Head Teacher and arrangements will be made.

Science

Science stimulates and excites pupils' curiosity about phenomena and events in the world around them. It also satisfies this curiosity with knowledge. Because science links direct practical experience with ideas, it can engage learners at many levels. Emphasis is placed on the development of skills. The children observe and describe what they see, pose questions and try out their own hypotheses.

Relationships and Sex Education

New government guidance was published in 2019 to ensure that relationships education reflected children's experiences of the world. For example, the new guidance allows for discussion regarding what a healthy relationship/friendship is and helps children prepare for dealing with on-line communication. The school follows The PSHE Association planning toolkit, which covers the 'relationships' element of RSE. Additional sex education lessons occur in Years 2, 5 and 6. These are detailed in the school's RSE policy and are summarised in the presentation document that can be found on the school website. Parents have the opportunity to withdraw their children from these additional lessons if they wish and these discussions are usually initiated upon receiving the letter notifying parents and carers that these lessons are coming up during the half term. We welcome further discussions as we recognise that this subject needs to be taught sensitively.

Parents and the curriculum

Support and help from parents is an essential ingredient in a child's education. Parents helping and encouraging their children at home with reading, number work and consolidation of acquired skills will enhance the teaching and learning within school. We have produced a leaflet entitled: 'Homework Guide for Parents.' We also welcome parental help in school time with educational visits, swimming, transport to sporting events and assisting children with their work. It is our intention to maximise the available facilities and resources including staff/parent expertise.

All helpers undergo relevant security checks prior to beginning work with the children and also meet with the Head Teacher to discuss important aspects, such as confidentiality.

Please ask to see our leaflet, 'Safeguarding Information for Visitors.'

"The school prioritises the importance of teaching pupils to read...Pupils enjoy reading a wide range of books and listening to stories." Ofsted 2022

Assessment and recording

Assessment of each child's progress is made by the teacher throughout their schooling. Both formal and informal methods of assessment are undertaken at Milldene School. Informal assessment occurs on a daily basis when the teachers are working closely with the children.

Formal assessment involves testing and teacher assessment, the results of which are recorded and held by the class teacher. Updating of the records is an on-going process by the teaching staff so that they reflect the progress being made and provide us with the information we require.

Statutory assessment

Baseline' assessments are made by the reception teacher when a child starts school.. There is also a requirement to assess pupils by the end of the Foundation Stage, known as the Early Years Foundation Stage Profile (EYFSP).

Pupils are also assessed at the end of Year 1 to ascertain phonics knowledge and at the end of Year 4 to ascertain multiplication table knowledge.

The National Curriculum requires that children be assessed at the end of Key Stage. 2 The most recent results of our Year 6 pupils can be found on our website.

The main aims of assessing and recording children's work are to:

- have an accurate picture of what each child can do;
- identify gaps in the children's knowledge and understanding;
- ensure there is progression and continuity in learning as children pass through the school;
- to be able to accurately inform parents of their child's progress.

Children's records

The children's records contain a variety of information, mostly relating to their progress at school. Some information is also stored electronically and consists of information supplied by parents on the pupil record form.

The records consist of:

- general information such as address, emergency telephone numbers, medical information as supplied by parents;
- home/school agreement;
- a pupil tracking sheet summarising results and targets;
- termly and yearly attendance records;
- special needs information and target sheets if applicable;
- permission slips for visits out of school;
- annual reports;
- any additional information as decided by individual teachers which may include such things as informal notes in the children's progress.

The School complies with the recommendations of the Information Commissioner's Office regarding Freedom of Information.



Special Educational Needs

“Children with special educational needs and/or disabilities (SEND) follow the same curriculum as their peers. Staff are suitably trained to help pupils access the learning in class..” Ofsted 2022

We aim to develop the potential of all our pupils. Milldene has a strong tradition of supporting children with Special Educational Needs. We aim to identify problems early so that these can be addressed by teachers, along with our Special Needs Co-ordinator and learning support assistant. A clear programme of support is developed and the views of both parents and child are sought. We also aim to develop the potential of our more able children and these are identified from assessments and observations and provision made for them by their class teacher.

The individual needs of all children will normally be catered for within the classroom situation by the class teacher. On occasions, however, some children may have a learning difficulty that requires extra support. This may be a learning difficulty in general or in one area of the curriculum, for example, mathematics.

Sometimes this may be a short-term measure and other times throughout the child's school career. When such a situation arises the teacher responsible for Special Needs (Special Educational Needs Co-ordinator) throughout the school will advise and support the class teacher in providing a thorough programme of work, which will be personalised for that child.

Parents are involved from the outset and are asked to support the programmes at home wherever possible. For children with more complex needs, there are clear review procedures which enable the special needs support services to provide extra staffing, resources, the preparation of specific work programmes, or additional funding.

Review meetings with parents/guardians will identify the needs of a child and recommendations will be made as to how best to provide for those needs.

If you have any concerns, questions or information relating to your child and the need for additional support, it is vital for the child's sake that there are good communications between home and school.

Pastoral

At Milldene we recognise that children's emotional wellbeing is vital for great learning in the classroom. We work with identified individuals or groups of pupils to help overcome barriers to learning, improve behaviour and raise achievement. We also liaise with parents and teachers to support children and their families.

Additional aspects of our pastoral provision include developing links with our community, inviting guest speakers from the community and charitable organisations for assemblies, appointing and training anti-bullying ambassadors in Key Stage 2 and signposting parents to other agencies for specialist support. We have also organised an E-Safety information evening for parents. "The evening was great. It highlighted to me as a parent the importance of helping to keep our children safe online and the potential risks there could be. A great presentation on 'stranger danger' in the digital age". Year 1 parent.

A-Z of Miscellaneous Information

Absences

Parents are asked to make sure that their children attend school as regularly as possible. Because we are required by law to keep detailed figures it is essential that parents send a brief note or telephone the school to explain absences. We ask that parents notify us on the first morning of a child's absence. If the school has not been notified then it is school policy that the office will try to contact parents. If your child has had a stomach upset and sickness it is important that you allow a period of at least 48 hours to elapse after the sickness has finished before sending him back to school. Such action will help to prevent the infection spreading unnecessarily to others in the school.

The Department of Education (DfE) have in their Amendments to the 2006 regulations removed references to family holiday and extended leave as well as the statutory threshold of ten school days. The amendments make clear that Headteachers may not grant any leave of absence during term time unless there are exceptional circumstances. This means that Mrs Coxhead will no longer be able to authorise holiday requests unless there are special or exceptional circumstances which warrant it.

The way in which the National Curriculum now operates makes it increasingly difficult for teachers to give children the opportunity to cover those areas missed through absence, and whole blocks of essential work may be missed (e.g. if a child is absent during the two weeks devoted to the teaching of multiplication – this is then not repeated until the following term).

In some instances the cumulative effect of holidays and absence through illness can have serious implications with regard to progress and levels achieved. All absences, both authorised and unauthorised, will be reported to parents in July of each year.

The Attendance Summary Report for Milldene School for the year 2024-2025 is as follows:

Average attendance

Authorised absence rate (1st September 2024 to 23rd July 2025 due to school closure)

Unauthorised absence rate

We are proud of our record of high attendance and would encourage pupils joining us to strive for full attendance.

Access to school and security

We are a friendly and welcoming school. However, we do take security seriously at Milldene Primary School. When visiting us, please enter via the main doors into the Reception area and a member of the office staff will then ask you to sign the visitors' book, give you a badge and allow you access to the school.

The school gates are opened at 8.35 a.m. and children go into their classrooms. The school office is open from 8.30 a.m.

Once children have settled into Milldene, we ask that children are encouraged in their independence by coming into school by themselves. If parents wish to speak to a teacher they can request an appointment at the office. At the end of the day, Reception and Year 1 exit via the main door and Years 2, 3, 4, 5 and 6 via the side gates. Please notify the class teacher if anyone different will be meeting your child.

Change of circumstances

Should your address or emergency contact 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. If you think our records might be out of date please contact the office for a new form.

Charging policy

Various activities may be arranged during term time to enhance and enrich the curriculum. Where these cannot be met from school resources parents are invited to make a voluntary contribution.

It is the policy of the School Governors:-

- to levy a charge for all board and lodging costs of residential visits;
- to levy a charge to parents for activities wholly or mainly outside school hours where appropriate;
- to request voluntary contributions from parents in respect of activities in school time which are only viable if sufficient voluntary funding is received (i.e. swimming);
- voluntary contributions requested are the exact cost for each child to take part in the activity;
- that no child is excluded from an activity that is part of the curriculum or treated differently because of his or her parents' inability to contribute.

Child Protection

The Board of Governors of Milldene Primary School has a legal and moral duty to ensure children are safe and protected when they are in school. The Governors have nominated the Head Teacher, Ms M Coxhead, to undertake the responsibilities of liaison with Social Services and other agencies where there are any concerns about abuse or neglect. All staff in the school have been trained to be aware of the signs of possible abuse and of the procedures to follow.

The procedures we follow have been laid down by the Essex Safeguarding Children Board.

If you want to know more about this procedure, please speak to the Head Teacher.

School Year 2025- 2026

Autumn term:
3rd Sept - 19th Dec 2025

Half term:
27th Oct - 3rd Nov 2025

Spring term:
5th Jan 2026 - 27th March 2026

Half term:
16th Feb 2026 - 20th Feb 2026

Summer term:
13th April 2026 - 17th July 2026

Half Term:
25th May 2026– 29th May 2026

Non-pupil Days 2025/2026: 1st/2nd September, 3rd November, 19th June & 20th July 2026..



Please make a note of these dates for future reference.

Expressing your concerns

From time to time some parents have a concern about their child's education. Such concerns can, and should, be resolved at school level, particularly as they often arise out of misunderstandings about the aims of the school and the methods employed to achieve them. If you have a concern please, in the first instance, approach your child's class teacher, then the Head Teacher. The Governing Body is also there to assist you, and can be contacted through the school office. If your concern is about the curriculum, there is a statutory procedure set up by the Local Authority for dealing with written complaints. Details of this process are available from the school but we hope that you will discuss your concerns with us first so that we can ensure that we have done all we can to put the situation right. A Governor is nominated to receive complaints.

The Governors

The school is run by a Board of Governors. The full Governing Body meets six times a year with alternate foci; curriculum or finance/personnel.

Parents can put forward resolutions for the Governing Body to consider.

Health and Safety

The health, safety and well-being of all the children in our care is of the utmost importance. To this end we have in place a range of policies, systems and procedures which all members of the teaching and non-teaching staff follow. They cover such things as lunchtime supervision, evacuation in the event of an emergency, medical care, out of school activities, the use of safety equipment and so on.

The school is a community which promotes respect and consideration of others. We believe that encouragement and praise are vital in helping children develop positive self-images. The class teacher is responsible for the children in the class. Particular problems are referred to the Phase Leader, Assistant Head or Head Teacher.

Home/School Agreements

We have a Home/School Agreement which we hope that all parents will be able to support. In it we state the school's commitment and what we will endeavour to do for your child, as well as the commitment from parents and child. This agreement was the result of consultation with parents, staff and governors and we believe it provides a basis for a good working partnership between child, parents and school.

Homework

We believe that work at home is an essential element in a child's education and we will continue to seek parental support with regard to any homework set. Children from Reception through to Year Six will be expected to do homework which will vary in type and quantity depending on age/ability. Regular reading sessions at home throughout both Key Stages 1 and 2 have a real impact on both children's competence and their interest.

We encourage parents to:

- provide a suitably quiet place in which children can do their homework;
- support their children in the completion of their homework;
- make it clear to children that they value homework;
- encourage children and praise them when they have completed homework;
- join in with the homework of younger children.

Late arrivals

We hope that all children will develop the good habit of arriving on time for school. The late arrival of children to school causes unnecessary disruption to the classes and creates difficulties with regard to registration and dinner. The school day starts at 8.45 a.m. and children should arrive at school between 8.35 and 8.45 a.m. Please note that children arriving late will be given a "late mark" and parents will be informed if the frequency of "late marks" is too high.

Any children arriving after 8.45 am should report their arrival to the school office, accompanied by a parent or carer, who will be asked to sign our 'late book'. The office staff will then see the child to the classroom.

Medicine safety

Please note that any medicines brought into school should be handed to the school office, and marked clearly with your child's name and administration instructions.

Inhalers are stored safely in the classroom and are available throughout the school day. Please make sure that these are kept in working order, within expiry date, and are clearly named with any instructions for their use.

Medical treatments

If your child needs medicines during the school day we ask that you either come to the school at lunchtime to administer them or complete a permission form at the school office for a member of staff to do so.

If your child is on a permanent or long term medicine which needs to be administered during the school day, please ensure we are fully aware of what is required. Children with long term medical conditions are supported through an Individual Healthcare Plan, completed in partnership with parents.



Money

All payments are made via our Arbor system. There may be some special occasions when your child is asked to bring in money, such as fundraising events.

National Curriculum Assessments (SATs)

The results of the National Curriculum Assessments, which are more commonly known as SATs, are reported to parents at the end of Year 6. Parents also received the results of Phonics Screening Check at the end of Y1

Office Hours

The school office will normally be attended by one of our school administration assistants between 8.30 am and 3.30 pm Monday to Friday.

Parents are welcome

It is our policy to be as open as possible with our parents. If you have a problem, query or worry we will help you as quickly as possible. If we are not able to see you immediately we will arrange an appointment as soon as possible.

Two Parent Consultation Evenings are arranged each school year, the first in the Autumn Term and the second in the Spring Term, when parents have the opportunity to discuss their child's progress with the class teacher. If we have any concerns regarding your child's work, behaviour or progress we will contact you at the earliest opportunity to discuss the situation.

Once a year a written report is issued and should parents wish to discuss this report with the class teacher, an appointment can be made. Parents receive weekly newsletters to keep them up-to-date with what is happening in school.

Parents as Helpers

We rely heavily on the support of parents to encourage children in their approach to school and to learning and, as mentioned before, parental help is needed both at home and in school.

All regular volunteers at the school are given a DBS (disclosure and barring service) check prior to beginning work with the children (as are staff and governors). There is also an induction process for volunteers, to discuss important aspects, such as confidentiality and our Code of Conduct.

Parking

Please observe all the road markings to help ease congestion and show courtesy towards our neighbours by avoiding their driveways. Please do not use the school car park for either parking or turning as we need constant access and many pedestrians walk across the driveway.

School Meals

Children may stay for a school meal (either hot or a packed lunch), bring a packed lunch or go home for lunch. Meals are cooked in our own kitchens and at present about 50% of children have a school meal and about 50% bring a packed lunch. Very few children go home for lunch.

The cost of a school meal is currently £2.50 per day (£12.50 per week.) Meals need to be paid for in advance via the Arbor booking and payment system.

From September 2014 all Key Stage 1 pupils are entitled to free school meals. If your Key Stage 2 child is eligible for free school meals please contact the school office immediately.

Children bringing packed lunches should have a proper lunch container, which is clearly marked with their name. Please note that hot drinks, glass bottles and fizzy drinks are not permitted. We try to encourage healthy eating, and therefore sweets and chocolates are not permitted. As we have children with serious nut allergies, we insist that no nut products are brought into school, including Nutella and chocolate spread.

The School Day

Key Stage 1 –	Morning	08.45 - 12.00
	Afternoon	13.00 - 15.15
Key Stage 2 –	Morning	08.45 - 12.25
	Afternoon	13.15 - 15.15

Time spent on teaching per week (including assembly, registration and all breaks): 32.5 hours

If children have been home to lunch or are returning for the afternoon session after a medical appointment, please accompany them to the school office, where you will be asked to sign our 'attendance book'.

Snacks

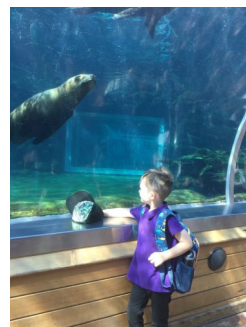
We encourage children to eat healthy food at morning break time. KS1 children are provided with a piece of fruit. Children under five are eligible for free milk if parents register for the 'Cool Milk' scheme.

Uniform requirements

Reception Class: Black jogging bottoms, school jumper , White or Purple Polo Shirt

KS1 and KS2, the uniform is:

- Grey or Black Trousers
- Grey or Black Skirt or Tunic
- White or Purple Polo Shirt
- White Blouse
- Purple Sweatshirt/Cardigan
- Purple/White Checked Dress
- Grey or White ankle or knee length socks (not 'trainer' socks)
- Black shoes (with laces or straps)



Please ensure children wear sturdy and watertight black footwear for school.

School branded sweatshirts, cardigans, bookbags and PE bags are available from myclothing.com. School fleeces are optional.

Please note that whilst uniform featuring the school's logo is available, it is by no means compulsory. Plain uniform in the appropriate colours is the expected standard and these items can be purchased from many supermarkets or other low-cost clothing suppliers.

Our school PTFA hold a stock of used uniform, which they sell at school events. This may be a good alternative source for you. Alternatively, please visit the [Essex Free School Uniform Facebook page](#) or speak to the school office who are aware of a local uniform exchange facility. This organisation may be able to help with your uniform needs.



PE Uniform

Correct PE kit is very important both for reasons of safety and hygiene.

Children should wear their PE kit to school instead of the usual uniform on the days that they have PE.

Black shorts/jogging bottoms
White round-necked T-shirt
School jumper
Trainers
Socks

Shorts and T-shirts should not be baggy as these can be a hazard when using the gymnastics equipment.

All items need to be clearly labelled with the child's name

Please note that for safety reasons we ask all children with long hair to tie their hair back at all times, but particularly during PE and games lessons and when using some specialist equipment in science, art, food technology etc.

Jewellery and Make Up

Jewellery and make up (including nail varnish) should not be worn in school. Please note that mobile phones, music systems and electronic games are not to be brought into school.

Earrings are not allowed, except for children with pierced ears, who may wear simple studs on those days when they do not have PE. On PE days ear studs should be removed for the duration of the lesson. Please remember that as new earrings cannot be removed for 6 weeks, we recommend new piercings at the beginning of the 6 week summer holiday.

Children may wear an ordinary watch when they are able to tell the time but responsibility for its safe keeping belongs to them, and the school will not be held responsible for any losses. Smart watches are not allowed.

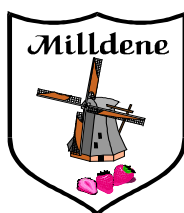
Remember to clearly mark all clothing and personal property with your child's name.

Water

We are aware of the need for children to have access to a drink during lesson time. Children should bring a reusable plastic bottle of water every day (named please) to keep in the classroom.



SCHOOL STAFF 2025/2026



Head Teacher
Assistant Head Teacher

Mrs M Coxhead
Mrs A Laban

Teaching Staff

Miss A Stubbs (Reception)
Miss J Boorman (Y1)
Miss E Lane Y2)
Mrs A Laban and Mrs K Gibb (Y3)
Mrs T Larman (Y4)
Miss L Eglington(Y5)
Mrs J Watson (Y6)

SENCO
(Special Educational Needs Co-ordinator)

Mrs H Davey

Learning Support Assistants

Mrs L Anderson
Miss C Barnes
Mrs R Waghorn
Miss C Wright
Mrs T Smith
Miss E Carter
Mrs N Pass
Mrs C Richards

Mrs S Lepley-Ward
Mrs M. Holford
Mrs D Lane
Mrs L Melville
Miss A Whyburd
Mrs E Gibbs
Miss S Cutler

School Business Manager

Ms Sarah Johnson-Cheeseman

Office Staff

Mrs L Whyburd
Mrs E Fletcher

ICT Technician

Mr M Lester

Caretaker
Cleaner

Mr A Bragg
Mrs C Fairbrother
Miss S Cutler

Breakfast Club/After School Club Leader

Miss K Beach

Senior Mid-day Assistant

Mrs T Swallow

Mid-day Assistants

Miss S Cutler
Miss G Milne

Mrs M Maddox
Miss K Beach

Kitchen Staff

Ms H Kuta
Mrs J Bradford
Mrs J Denny

Please keep this booklet for reference as it contains a great deal of information relating to your child's schooling.