



# Maldon Primary School



**Maldon Primary School**  
*Inspiring success for all*



# Welcome to Maldon Primary School

## Foreword: Tracey Thornton, Headteacher, says...

It is with great pleasure that I welcome you, and your child, to our wonderful school.

### Child-centered

We are very proud of our wonderful learning environment, and our child-centered curriculum. We believe in making school a fun place to be, and ensuring learning is exciting.

### Traditional and modern

Within these pages you will discover how we combine the best of traditional values with the very latest in teaching methods and technologies.

### Specialist teachers

We want all our children to excel in the subjects they love. To support our children in accomplishing this, we have recruited specialist teachers in many areas, including PE, music and French.

### Lifelong learners

If learning is stimulating and creative, it will encourage 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!

### Parent partnership

Another important part of our school, is you, the parent! And you will see, by reading the many parent and pupil stories within this prospectus, that 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.

### Get in touch

I would urge you to visit our amazing school. I am truly confident you will find this a welcoming and supportive school, with staff that listen, consult and actively encourage your involvement. I know that you will be impressed by the quality of education we can offer your child.

To make an appointment to visit, or to simply ask me a question, please email the school office on [admin@maldon.essex.sch.uk](mailto:admin@maldon.essex.sch.uk) or call on 01621 853409.

“Instead of falling further behind, he absolutely blossomed,” remembers Vikki. “We felt that Alfie had missed a whole year of school during Year 2 but before long he was right up there where he should be, alongside the rest of his class.”

## First impressions can be misleading, and Vikki is delighted that she chose Maldon Primary School second time around

Vikki and Gary Mitchell live in Maldon with their children Alfie, eight and Evie, three. Alfie moved to Maldon Primary School in Year 3.

### A downhill spiral

As the Manager of a Pre-School, Vikki knows more than many parents about what makes a good school so when she and Gary chose one for Alfie they believed they had made exactly the right decision. “For the whole of his Reception Year we couldn't have been happier but when he moved into Year 1 everything started to go downhill!”

### A welcoming and positive attitude

In desperation, Vikki and Gary decided to look at alternative settings and to reconsider Maldon Primary, somewhere they had not initially believed to be suitable. “When we first looked round we didn't think it was right for Alfie but lately I had seen how well children from my Pre-School were doing there. We explained our situation to the Headteacher and were very impressed with her welcoming and positive attitude and also by her practical advice. She explained that Alfie's grades might suffer to begin with because of the transition but that they would do everything they could to support him.”

### New start

Despite the busy end-of-term activities, the school arranged for Alfie to visit and to meet his new teachers so he would know what to expect. Although he was a little apprehensive at first, as soon as he started in Year 3 Vikki and Gary noticed a big change. “Instead of falling further behind, he absolutely blossomed,” remembers Vikki. “We felt that Alfie had missed a whole year of school during Year 2 but before long he was right up there where he should be, alongside the rest of his class. He was also a bit worried that everyone would have made friends already and that he'd be left out but this has not proved to be the case; he has some very good friends and is extremely happy there.”

### Inspiration

Fairly typically for an eight-year-old boy, Alfie is not always very forthcoming when his parents ask what he has done at school that day, but he is always keen to talk about the fun he has on No-Pen Wednesdays! “That's when the class spends the day doing creative things, obviously learning but without writing anything down and it really inspires Alfie. It's just one of the things that makes Maldon Primary that bit different and helps to engage the children's interest.”

### Sensitive support

Something else which impressed Vikki was the way the whole family was supported following a recent bereavement. “When my mother died suddenly and unexpectedly it was a dreadful shock for us all, but the school was extremely understanding and arranged for Alfie to see a Counsellor. They let him know that he could talk to the Family Liaison Officer, which was a great help, and even offered him a place in an after-school club when I was so busy with funeral arrangements. It was such a help to have this support at a time when we really needed it.”

### Fingers crossed!

Little Evie has her name down for a place at Maldon Primary and has already joined her classmates in a visit there to meet the staff and to familiarise herself with the school. “We are keeping our fingers crossed that she will get in as it has been wonderful for Alfie,” Vikki says. “Maldon Primary has turned out to be exactly the school I wanted for my children and, actually, is getting better all the time.”

### Children say:

Alfie: “I am glad my mum and dad talked to me about changing schools. I love my new school, the Headteacher is really nice and so are the teachers and children.”



## School day

School starts at 8.55am and ends at:

**3.05pm for Reception aged children**

**3.10pm for Year 1**

**3.15pm for year 2**

**... and 3.20pm for all other years.**

Lunch break is an hour long for younger children, and one hour and five minutes long for children in Years 2 and above. Children also have a morning break.

### Uniform

A simple uniform is helpful in establishing good standards of appearance in school and by wearing it children quickly feel part of the community. School uniform lists can be obtained by contacting the school office.

### School meals and snacks

We are part of the Healthy School initiative. All children have a daily choice from a published menu which always contains a vegetarian option. All meals are nutritionally balanced using quality ingredients, fresh fruit and vegetables. Children are escorted to the adjoining secondary school for their hot meals every day. Children choosing a packed lunch option eat in our school hall. We provide free school meals to all children in Foundation and Key Stage 1 classes.

#### Fruit and snacks

All Key Stage 1 children are offered a piece of fruit for break time. Older children have the opportunity to purchase fresh fruit. Children can bring in snacks but parents should only provide healthy choices such as fresh fruit, dried fruit and cereal bars.

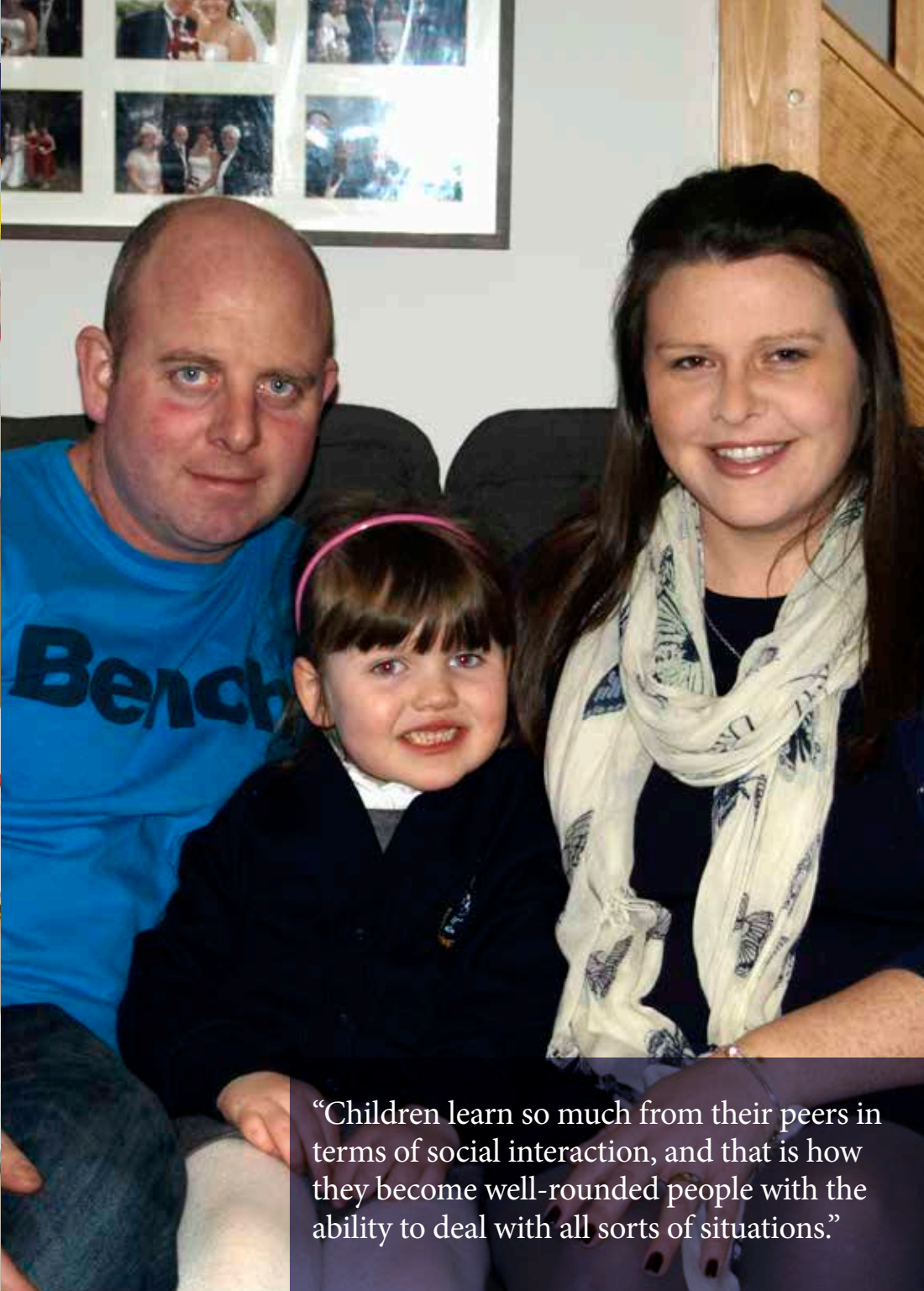
#### Water

Children are encouraged to bring in a water bottle which can be filled from several water fountains throughout the school.

#### Houses

Every child is assigned to one of our four house teams:

red, yellow, green, blue



“Children learn so much from their peers in terms of social interaction, and that is how they become well-rounded people with the ability to deal with all sorts of situations.”

## Emily wanted more than just an excellent education for her daughter and has found it at Maldon Primary School

Emily and Ian Ewers live near Maldon with their daughter, Holly, who is five years old.

#### An all-round educational experience

Finding the right school for your child can be a gamble, but perhaps less so for a parent who knows exactly what they are looking for. Maldon Primary is not the closest school to where Emily and Ian live but, as a teacher herself as well as a mum, Emily was convinced it was the one she wanted for Holly:

“Naturally we wanted Holly to have the best possible early education but there is a great deal more than that to school experience,” she believes. “We had several choices and it was Maldon Primary which particularly impressed us, not just because of its constantly-improving performance but because of the welcoming and caring atmosphere. When we first went to visit we were struck by how contented the children were, totally engaged with their work and well behaved, and this was not a pre-planned event, but an informal tour and given by the Deputy Head. We really felt that we were valued and that the pupils were, too.”

#### Life skills

Emily was also keen that Holly should go to school alongside children from a wide range of backgrounds, rather than just those from similar families, as this is the best way to learn the life skills which are so important. “Children learn so much from their peers in terms of social interaction, and that is how they become well-rounded people with the ability to deal with all sorts of situations. Holly has made some lovely friends at Maldon Primary and they are of varying ability, other cultures and different circumstances, and that is the way it should be.”

#### Remarkable progress

Having taught at a nearby secondary school for some years Emily is well aware of how Maldon Primary has recently changed and improved, and how the pupils who have passed through its classrooms to hers’ are achieving more than ever before. “I know that there are some other excellent schools out there but the progress that Maldon Primary has made is remarkable,” she says. “It is interesting to see in the older children I teach, how they are learning in a different and very effective way. In my subject of English, for example, I’ve seen how the phonics method of teaching is producing much better results and I am thrilled about how well Holly is performing. As far as I can tell, her friends are also benefitting so I honestly feel we could not have chosen better.”

#### No regrets

Holly is so happy at school she misses it during the holidays and at weekends. She also loves Breakfast Club which she attends two days a week. “On her birthday she was given a card signed by every member of the Breakfast Club, and that made her feel very special. For this, and many other reasons, I fully believe that Maldon Primary is absolutely right for our daughter.”

#### Children say

Holly says: “I love school. I love my teachers and I love learning about space this half term. I like reading and writing and doing gymnastics/PE with different teachers. I feel smart in my uniform.”



# Curriculum

## The curriculum is divided into three stages:

- Early Years Foundation Stage: from ages 0-5
- Key Stage 1: from ages 5-7
- Key Stage 2: from ages 7-11

## Reception

The Early Years Foundation Stage Curriculum is based on seven areas of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

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

## 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.



“They make sure that Courtney takes her medication regularly, and they know the best way to handle any difficult situation.”

# Caroline has discovered that no challenge is too great for Maldon Primary School and that it cares as much about her children as she does herself

Caroline Radley and her partner, Shaun, live in Maldon with their five children. Chloe, Coral, Courtney, Caitlin and Taylor are 14, 10, seven, six and four respectively.

## Positive changes

Caroline has had children at Maldon Primary School for the last ten years and has seen quite a few changes during that time. She has also seen how the different needs of her children have been met in a positive way, even though things haven't always been entirely straightforward.

“Chloe struggled with her work ever since she started but unfortunately her problems weren't picked up until Year 6 by which time it was difficult for her to catch up completely. At around the time the school had a change of management her new teacher recognised her difficulties and made a lot effort to help, so she was able to move onto mainstream secondary school. Maldon Primary has gone through quite a dramatic change recently, and I really like the new feel to it.”

## Calming influence

Caroline has a particular reason to be grateful for the practical approach taken by the school towards Courtney, whose behaviour could be very challenging and she has recently been diagnosed with ADHD. “Courtney could be difficult and was often disruptive in class,” she says. “She even tried to run away from school a few times but the teachers were very good at preventing her getting away and keeping her safe, and they could usually calm her down. There was only one occasion when they felt they had to exclude her for one day, but this was to make her realise that she had potentially put herself and others in danger; it made Courtney realise how serious the situation was and it was an effective deterrent.”

## Reassurance

Shortly after this episode, Courtney's teachers helped Caroline to obtain a formal diagnosis and

have been very supportive since. “They make sure that Courtney takes her medication regularly, and they know the best way to handle any difficult situation. They have reassured me that they would never ask her to leave and that they want to do their best for her, which is a great relief to me. She is a very bright girl but needs careful treatment and I know that she is in the best place at Maldon, as they genuinely care about her future.”

## An accommodating arrangement

Getting Courtney to school on time had also been a big challenge for Caroline, with the result that all the children were frequently late. To address this issue, the school suggested that Courtney should be allowed to start at 10am, giving Caroline the chance to bring the others in on time and then have time to prepare Courtney for the later start. “They were so accommodating and they understood how hard it was for me, so made arrangements to overcome the problem. It certainly made my life a lot easier.”

## Commonsense and expertise

Caroline is quite prepared to admit that she hasn't always seen eye-to-eye with school staff but fully acknowledges their commonsense and expertise. “I am very protective of my children and have been known to speak my mind in no uncertain terms!” she says. “But invariably when I think things through, I realise that the teachers know what they are talking about and that they are absolutely right. They have been amazingly helpful and supportive; I have a good relationship with them and feel I can tell or ask them anything. The children also feel able to talk to their teachers if they are worried or unhappy about something and it's good to know they feel able to trust them.”



# Trips and visits



## Trips, visits and school workshops

We provide an exciting extended curriculum, including field trips, visits off site, and workshops at school which supports the work the children carry out in school, including:

- Choir performance at the O2 Arena
- Trip to see 'The Gruffalo' and 'the Tiger who came to tea' at Chelmsford Theatre
- Study weeks at Kingswood
- Boat trips
- Visit to Colchester Zoo
- Trips to Hadleigh Country Park
- Roman Day workshop at school
- Fairyland Day at school
- Ancient Egyptian day at school.



## School rules: safety, learning and respect

We have a few basic rules about the way that we should behave in school.

- Everyone has the right to be safe in school
- Everyone has the right to uninterrupted learning
- Everyone has the right to be respected

Our rules are aimed at making everyone feel safe in school, creating an environment where children can learn without being interrupted, and that encourage respect for all members of our school community.

### Rewards

We use a system of rewards and merits to encourage and reward good behaviour.

## Communicating with parents

We encourage close links with parents. We believe that students benefit when the relationship between home and school is a positive one. We let you know about your child's progress at regular intervals, including regular parent evenings. We also welcome contact from parents at any time if you have any concerns about how your child is getting on. Regular newsletters are also sent out to let you know what is going on in school.





# Inclusion: a curriculum for all



## Special Educational Needs

At Maldon Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs or abilities. We aim to identify if a child has special needs as soon as possible. We provide a programme of support tailored to their needs and aimed at achieving the best outcome for them.

### Extra support

We can access support from outside agencies where needed, and provide parents and children with regular updates on progress. Our teachers are happy to speak to any parents who have concerns about their child.

### Access

Children with a physical disability are fully supported in accessing all parts of the school.

## Calm Space

Calm Space is run by a qualified and experienced teacher. We use it to support children who are bereaved, or who have other circumstances that might be a barrier to their learning. They are supported for a period of six weeks and gradually reintegrated to their classroom.

## Gifted and talented children

We recognise that all children are individuals with their own specific needs, gifts and talents. Where we identify that a child is exceptionally able or talented, we provide them stimulating and enriching lessons appropriate to their needs.



“Nieve also had a problem with her hip joints and her discomfort was addressed without a fuss. I have no doubt that any child with a disability or other form of additional needs will be in the best place at Maldon Primary.”



# Disability is no bar to achievement, safety and happiness for pupils at Maldon Primary School, as Cindy and her son have discovered

Cindy Gosling and her husband Christopher have four children. Daniel, 16 and Benjamin, 12, both attended Maldon Primary School, whilst eight-year-old twins Alfie and Nieve are still enrolled there.

### Parents’ instinct

When Cindy and Christopher moved to Essex from London they were unfamiliar with the schools in their new hometown and were happy to be allocated a place at Maldon Primary for Daniel. Both he and Benjamin were very happy at the school so when the time came for Alfie and Nieve to start, Cindy had no doubt that she wanted them to be able to go there, too. However, when Alfie was born with spina bifida and other significant disabilities, Cindy and Christopher had to take stock of the situation.

“We were advised that Alfie would be better off at another school in the area but because we had had such a positive experience with Maldon Primary and our older boys we wanted to send Alfie and Nieve there as well,” says Cindy. “At the time Daniel was at Maldon there was a girl with additional physical needs and I remember being impressed by how well she was accommodated. That gave me confidence in the school’s ability to look after Alfie and there is no question that it has done so, in every way.”

### One-to-one support

Although Alfie needs continuous one-to-one support, his teachers and indeed the rest of the staff make sure that he retains as much independence as possible. There is wheelchair access by ramp and lift, disabled toilet facilities and the services of dedicated support staff. Alfie has been given a laptop to use as his fine motor skills are limited, making it difficult for him to hold a pen, and a hoist is shortly to be installed to help him in and out of his wheelchair and onto his trike. “The trike is a great asset and Alfie can get around on it brilliantly!” says Cindy. “He’s so nifty on it that the school are going to find him a crash helmet, just in case!”

### A strong association

Because she knew no-one in the area when she and her family moved to Maldon, Cindy elected to join the PTA at Maldon Primary in order to meet local people and make new friends. Having achieved that end, she is still a serving member of the PTA eleven years on. “I loved being welcomed as part of the life of the school, helping in the classroom, with swimming lessons and accompanying school trips. I feel so strongly about Maldon Primary that I am happy to do as much as I can to support it, as the school has supported my children. Parents’ help is always greatly appreciated and is very rewarding for those of us who volunteer.”

### Every support for every child

Cindy is particularly glad that, largely because of Alfie and the young girl with whom Daniel was at school, improvements and innovations have been put in place which will benefit other children in the future. “Nieve also had a problem with her hip joints and her discomfort was addressed without a fuss. I have no doubt that any child with a disability or other form of additional needs will be in the best place at Maldon Primary. This school could not have done more to accommodate my children’s needs in a sensitive and positive way, and we could not have asked for better support.”

### Children say

Alfie adores his school and would like to board there if he could! He says: “I like my one-to-one teacher and the after-school clubs best.”

Nieve says: “I love my friends, and the after-school clubs, too!”



## Clubs

There are a wide variety of clubs that children can join, during class, lunchtime and after school. Options include:

- Archery
- Arts and Crafts Club
- Choir
- Dodgeball
- Fencing
- Football
- Guitar club
- Gymnastics
- Tag rugby
- Judo
- Zumba.



“At Maldon Primary, all the children are given the appropriate grounding to enable them to move on to the best possible setting for them as individuals, whether that is comprehensive, grammar or private.”

## Innovation in education: In Maldon Primary School, Penny has found exactly what she wanted for her daughters – encouragement, challenges and choices

Penny and Mike Adams live in Maldon with their three daughters. Pippa, Pollyanna and Poppy are eleven, eight and six respectively.

### Chance to flourish

Penny is more than happy to acknowledge that one of the main reasons she and Mike chose Maldon Primary for their children was its proximity to their own place of work, the secondary school next door, where she is Head of Performing Arts and Mike is Head of Technology. However, it was also extremely important to them that their daughters should receive a non-exclusive, comprehensive education alongside a diversity of their peer group.

“In a society where we all live amongst people of different backgrounds, abilities and cultures, we wanted our children to experience life in the real world and not be cosseted in an exclusive environment,” Penny explains. “What is so excellent about Maldon Primary is that every single child is given the chance to flourish whatever their circumstances or aptitude, and as a teacher myself, I can really appreciate the diverse approach the school is taking in this respect.”

### Flexing the right muscles

Penny completely endorses the Headteacher’s opinion that the brain is a muscle which can be stretched, exercised and improved with the right approach, an approach which may be different for each child. “The point is that every child has their own strengths and weaknesses and that appropriate treatment will bring out the best in that child. I have seen how my own girls have benefited from different teaching methods, tailored to their own needs, and I cannot fault this way of ensuring each achieves their true potential.”

### Working wonders with a different approach

There are many aspects of Maldon Primary’s provision that Penny likes, not least amongst which is what she describes an innovative education: “The experiential learning approach is so effective, and completely engages the children’s

interest. A recent topic was ‘Chocolate’ and from that single subject the class learned about weights and measures, geography, history, English, maths and more, all of which contributed to their overall progress. A pupil may not remember a particular lesson in fractions or science, but putting these subjects into a context that appeals to them works wonders!”

### Giving children choices

“In this area we have a wide variety of secondary school options and that can only be a good thing,” she says. “At Maldon Primary, all the children are given the appropriate grounding to enable them to move on to the best possible setting for them as individuals, whether that is comprehensive, grammar or private. Being in a position to pick and choose means that they will be able to make the most of their own skills, talents and aspirations.”

### Enthusiasm, encouragement and engagement

“I am very realistic about what to expect in a school; what is and what is not possible and what can be achieved, and I have no doubt whatsoever that Maldon Primary is the one I would recommend for any parent,” she says. “I have never had any doubt whatsoever that my daughters are at the right school for them and that they will have benefited from their primary education. I really believe that this school is on a journey that will lead to the award of Outstanding status.”

### Children say

Pippa: “I love all the music opportunities I have had especially performing with the choir at the O2 arena.”

Pollyanna: “I love school, especially all the fun I have at breakfast club!”

Poppy: “I love playing with my friends and learning things I never knew about.”



## Admissions



### Visiting us

Parents who are thinking of applying for a place at our school are invited to visit and look around at any time. We would be delighted to meet you and your child!

Children start in the autumn term of the academic year in which they will have their fifth birthday. Please contact the school office to arrange a visit.

### Applications

The Local Authority Admissions Office deals with all new admissions to Maldon Primary School. Contact details for Local Authority Admissions are:

Tel: 0845 603 2200

Email: [admissions@essex.gov.uk](mailto:admissions@essex.gov.uk)

Web: <http://www.essex.gov.uk/Education-Schools/Schools/Admissions/Pages/Admissions.aspx>



## Getting involved



### Governorship

The Governing Body consists of representatives of parents, teachers and the Local Education Authority. They work closely with the staff and Senior Leadership Team to support the school and plan its strategic developments.

#### Do you want to be a Governor?

If you are interested in being a school governor, please contact the school office for more information.



### Parent Teacher Association (PTA)

All parents and teachers at Maldon Primary School are members of the PTA. The PTA raises funds for the school for items and activities which the school could not fund from its own budget.

#### Autumn elections

Every autumn we elect a group of parents and teachers to help organize a calendar of events throughout the school year. Any parent or teacher can put themselves forward for election to the committee. Active parents meet fellow parents and school staff, and make new friends. The fundraising of the PTA helps the school tremendously, helping to enrich the school life of the pupils through the activities and equipment that would not be available without the contribution of PTA funds.

#### Activities

Activities that the PTA has arranged include:

- Movie and Munch Club
- Christmas Festive Fun Afternoon
- Bake-offs
- Halloween parties.

Fundraising has helped refurbish the Bus into a sensory learning area.

### Volunteering

We value the contribution that volunteers can make in the school. Parents who help also find it very rewarding and it can also help develop job skills. Any parents who are interested should hand a copy of their CV to the school office, along with a list of days that they are available to help. We will contact you when spaces become available for volunteers.



How to find us... **discover the treasures of Maldon School**



**Maldon Primary School**  
*Inspiring success for all*

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