



**ST CEDD'S**  
C OF E PRIMARY SCHOOL



***We achieve. We believe. We care.***



# Welcome to St Cedd's Church of England Primary School



**Foreword:Executive Headteacher, Mrs Pauline Ward, and Head of School, Lyndsey Wood,say...**

On behalf of the staff, pupils, governors, The Academy Trust and the community we would like to welcome you to St Cedd's Church of England Primary School.

There has been a school in Bradwell on Sea since 1727, when Dr. Nicholas Buckeridge left provision in his will for a school "I have by long experience seen the absolute necessity to form and season early the minds of the

poor young teachable children in Bradwell." We continue to be inspired by Dr. Buckeridge's vision and foresight, striving for success and underpinned by our Christian ethos.

We hold an open door policy here at St Cedd's and value the concerns and opinions of everyone in our school community. We are very proud of the open and positive relationship we have with our families and, working in

partnership with you, will ensure that we are always providing the best possible experiences for our children.

We are both proud to lead such a wonderful and successful school and look forward to meeting new in the future

## High expectations

We treat every child as an individual. We have high expectations that all of our children will and achieve their very best academically, and that their behaviour and attitudes will enable them to do so. We encourage them to grow to become well-rounded individuals with a thirst for learning and a love of life, who enjoy and thrive on challenge.

## Christian ethos

We aim to enable all our children to encounter a living faith in God during their time at St. Cedd's, which will sustain them throughout their lives. Our school is driven by our Christian values, which are:

- Respect
- Forgiveness
- Truthfulness
- Friendship
- Thankfulness
- Perseverance

## Igniting an interest in the world

Our teaching is stimulating 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, leading them to become global citizens leading 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 also enjoy a wide variety of sporting, musical and cultural 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

We are 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. We also work very closely in partnership the wider community of the Diocese of Chelmsford's Vine Schools Trust.

## Parent partnership

At St. Cedd's we encourage parents to be fully involved in their child's education. Our philosophy is one of partnership, where parents and the school work closely together for the benefit of the child. 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 value the link between school and parent and work very hard to involve you in every step of your child's time here.

We hope that your association with us will bring both happiness and success for your child.

## Get in touch

We welcome your interest in our school and ask that you come and see us for a visit while our children are present, when you can see us as we really are. Please email [admin@st-cedds-pri.essex.sch.uk](mailto:admin@st-cedds-pri.essex.sch.uk) or call us on 01621 776219 to arrange a convenient time.





# School day: settling in



Pupils arrive for school from 8.45am, and may either stay in the playground or come inside to take part in various activities and tasks. Our school day ends at 3.30pm.

## Uniform

It is our school policy that all children wear school uniform when attending school or when participating in a school-organised event outside normal school hours. We believe that school uniform promotes a sense of pride in the school and helps children to feel part of the school family. The school uniform is kept as simple and practical as possible: royal blue sweatshirt or cardigan; white shirt

and tie or white blouse with revered collar (White polo shirts may be worn by pupils in the Reception class.); and grey trousers, tailored shorts or skirt. During the summer months pale blue gingham dresses may be worn.

## School meals and snacks

### School lunches

Our school menus are developed in consultation with our pupils and offer a good quality home-cooked meal with ingredients sourced locally, where possible. They contain a range of dishes

that will encourage children to develop healthy, positive eating habits.

### Free school meals

All children in Reception, Year 1 and Year 2 may have a free school lunch each day. For older children, if the family is in receipt of certain benefits, they may also have a free lunch. The school office can give advice on how to apply.

### Break-time snacks and drinks

Our Foundation Stage and Key Stage One classes have a morning break-time snack of fresh fruit or vegetables. Older pupils are encouraged to bring a healthy snack with them from home for break-time.

We encourage all children to keep hydrated throughout the day by drinking water regularly. Most children are doing this enthusiastically, bringing their favourite water bottle from home.



## Misha wanted a great, all-round education for her daughter and at St Cedd's C of E Primary School she found that, and more

**Misha Rosenthal and her husband live in Bradwell on Sea with their three children. Amelie is 7, Edward, 2 and baby Benjamin is 8 months old.**

## The logical choice

One of the first things that Misha noticed when looking around St Cedd's was how well-mannered the children were and how nicely behaved. "St Cedd's has always had a good reputation locally

and as we live in the village it seemed like the logical choice," she says. "Also, my brother went there some years ago and did very well so we hoped that it would suit Amelie, too. Being close to where we live is obviously a huge advantage but, if we hadn't liked it so much, we would have looked elsewhere; fortunately, we have been really happy with the school ever since Amelie started there."

## Emphasis on kindness

For Misha, St Cedd's encompasses virtually everything she wants in a school – single-year classes, high-quality teaching, friendly and accessible teachers and an emphasis on kindness and compassion. "We are not regular church-goers but I really like the Christian ethos that is at the heart of St Cedd's," she explains. "The staff lead by example and it's lovely to see how nice and polite the children are to each other. They hold doors open, look after the younger ones and are respectful. Children who have been particularly good or have done a special piece of work are given Christian Values Awards or Above and Beyond Awards, and the system certainly works!"

## Outdoor learning

Misha describes how the school is constantly improving its facilities and extra-curricular provision, and is impressed by the innovative nature of many of these. "There is an after-school Journalism Club, as well as some sports and dance, which Amelie loves. I most like Forest Schools, which the children take part in from Reception, and the fantastic outdoor space around the school makes it a perfect location. Once a week, Amelie comes home all wet and muddy, and very happy!"

## Bridging the cultural divide

The area surrounding the school is not very culturally diverse and Misha feels that is the one thing which could disadvantage the children, but St Cedd's has taken steps to address this in unusual and exciting way by

forming links with schools in Shanghai, Rawalpindi and Ethiopia.

"At the moment the school is hosting ten Chinese children and it's wonderful that it gives all them the chance to experience another culture and language. The children are given lessons in Mandarin from Year 1 and I believe this is a really valuable way for them to acquire a second language, even if it's only the basics at this stage. It could stand them in very good stead in the future, and St Cedd's deserves great credit for offering this opportunity."

## A great start in life

Although there is no pre-school provision at the school at present, a nursery in a nearby village is a feeder for St Cedd's. This is great news for Misha, who plans to send both Edward and Benjamin to St Cedd's when the times comes. "I can't think of any reason why we would consider anywhere else. This is such an important time in the children's lives and a holistic experience such as that being provided at St Cedd's is all I could ask. A good academic grounding, good manners and a good attitude will take the children far."





# Curriculum: creative and rewarding



## High quality teaching

At St. Cedd's we strive to ensure that teaching is of the highest quality and that our teachers encourage pupils to do their very best through setting challenges which are relevant to and meet the needs of all pupils in their classes, including the more able and those with additional educational needs.

In some areas of the curriculum we employ specialist teachers. This includes a Chinese Language Assistant, a qualified Chinese teacher who teaches the children Mandarin, as well as specialist musicians and sports coaches.

Our Forest Schools sessions are led by enthusiastic and qualified leaders, who open up the world of nature to our children, in our wonderful orchard area to the rear of the school grounds.

### Curriculum maps

We take a thematic approach to topic planning and provision. From Reception to Year 6, half-termly themes are chosen, taking account of current national guidance and frameworks and children's interests and strengths. Each new theme is planned to include either visitors coming to the school to share expertise and experiences or to involve our children going out to visit places of interest, as well as incorporating a range of engaging learning experiences.

## The curriculum is divided into three stages

1. Early Years Foundation Stage: from ages 0-5
2. Key Stage 1: from ages 5-7
3. 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.
- English.
- Science.
- Modern Foreign Language - Mandarin
- History.
- Geography.
- Art
- Design Technology.



- Music.
- Physical Education.
- Religious Education.
- Personal, Social, Health and Education.

## Games and Sport

Exercise is an important part of school life and our children have the opportunity to experience a wide range of sports, including netball, football, games, badminton, cricket, athletics, tag rugby, hockey, swimming and rounders as well as dance, both contemporary and traditional. Our sports coach works closely with teachers to ensure teaching of sports and games is of a high quality.

During break time and lunchtime, we encourage our children to be active,

providing a variety of play equipment and apparatus. Our Playleaders lead games and are positive role models to younger children.

### Competition

We use the opportunities that sport presents to encourage fitness and healthy living, as well as to enable our children to experience competitive events. As well as our own Sports Day, we participate in a wide range of local tournaments and festivals, such as athletics, cross-country, cricket and football.

## Music

We want our pupils to develop a love of the Arts, and therefore aim to expose them to a range of music and other cultural opportunities. Our

specialist music teacher works on all aspects of the music curriculum with KS2 classes, and this is supplemented with peripatetic instrumental tuition for those pupils who wish to develop these skills further. Older pupils also have the opportunity to attend such experiences as ballet and opera at the Royal Opera House in London, and we enjoy performing as a whole school and in groups – such as at the O2!

Music is also central to our daily act of collective worship. Our children enjoy a singing hymns, carols, both traditional and new, and from a range of cultures and traditions. We often welcome the wider community to join us for major festival celebrations.





# Enriched curricular: clubs, trips and visits



## Extra Curricula clubs

Through the school year we offer a variety of clubs, which may include such activities as:

- Multi-sports
- Forest Schools
- Dance
- Running
- Art
- Handicraft
- Computing
- Cookery
- Gardening

## Visits

Our school minibuses enable us to take our children on numerous trips and visits with little expense or fuss. This means that teachers readily plan opportunities for pupils to learn in out-of-school contexts, such as visits to museums, theatres and field-work. Recent examples include:

- Manon and Giselle at The Royal Opera House
- The Commonwealth Observance at Westminster Abbey
- The installation of the Bishop of Bradwell at St Paul's Cathedral

## Residential Visits

Year 6 pupils experience a week-long visit to another part of the UK, whilst Year 4 and 5 pupils take part in an overnight stay at Danbury Outdoors in Essex. These residential visits are an opportunity for the children develop team-building skills and resilience and to practise independence whilst having fun!

## Visitors

At St Cedd's we make our curriculum more interesting and exciting by inviting visitors into school to hold workshops – practical learning to supplement the work we have been doing in class. In recent years we have had chocolate workshops, perfume-making workshops, and even a visiting planetarium.

We also welcome visitors from partner schools and organisations across the world. This has included teachers from Pakistan and China, as well as groups of Chinese schoolchildren experiencing school in England by spending a week with us!

All these trips and visitors provide our learners with real-life experiences that can help them relate what they learn at school to the world around them and develop their confidence as global citizens.



## Gaynor believes that St Cedd's C of E Primary School fully deserves its long-standing excellent reputation

**Gaynor and Steven Cairns live in St Lawrence and have two children. Neve is 11 years old and Finlay, is ten .**

## A parent's priority

Like any other parent, what Gaynor wants most for her children is for them to be well educated, safe and happy and in all the years her children have been going to St Cedd's she has never had any major cause for concern. "In every school you'll find an element of playground disagreements to a greater

or lesser extent but in all honesty I've never had to worry about that," she says. "On the rare occasions when I have had a small issue, as we all do from time to time, it has been quickly and efficiently resolved, without fuss or blame, and that is important to me because my children's wellbeing is my absolute priority."

## Reassurance in face of emergency

Only in one particular respect does Gaynor have reason to worry, and that is because Finlay suffers from Type 1 diabetes and is insulin-dependent. Although he is old enough to largely manage his condition himself, it is vital that there is always efficient and reliable supervision on hand. "Finlay's blood glucose levels have to be checked throughout the day and insulin administered when necessary, and the school has taken all this completely on board by ensuring staff are trained and fully aware of the appropriate action to take in the event of an episode. Only recently, he collapsed at school but by the time I got there an ambulance was on the scene and thankfully there was no serious outcome. It was immensely reassuring that the staff acted so quickly, especially as Steven and I both work some way away."

## Healthy living

As a designated Healthy School, St Cedd's offers a range of nutritious meals, much of the produce locally sourced. Pupils also have the opportunity to experience Forest Schools in the grounds, and this is something close to Gaynor's heart. "We are a nature-orientated family and often go on long country walks with the children, so I'm very happy that they have outdoor learning at school, getting lots of fresh air – and in all weathers!"

## 21st Century learning

St Cedd's occupies an attractive Victorian building but inside is fully equipped with the modern facilities parents expect, and Gaynor knows her children are able to access the full range of technology required for C21st learning. This stood Neve in good stead for her successful transition to secondary school last year, where Finlay will be following her in the near future.

## Supporting children in every way

The school has long had a good reputation for academic achievement and for good behaviour amongst its pupils and Gaynor's initial approval has been reinforced by what she has seen in her own children. "The children are very well supported by their teachers, both in lessons and in moral values, and are rewarded for effort and attitude. It is friendly, accommodating and somewhere I completely trust with the care of my children. At the end of the day, all that matters is that they are safe and happy and, at St Cedd's, they are."

St Cedd's might be a small school, but it's one with a big heart.





# Inclusion: a curriculum for all



## Special Educational Needs (SEND)

Children whose overall attainments and achievement in specific subjects fall significantly outside the expected range for their age may have Special Educational Needs (SEND).

How does the school support a child with SEND?

- All pupils are provided with high quality teaching that is adapted to meet the diverse needs of all learners.

- Pupils with a disability are provided with reasonable adjustments (such as auxiliary aids and services) to overcome disadvantage they may experience in school and to increase their access to the taught curriculum.
- When the school considers a child may benefit from SEN support, or where parents have concerns regarding the development of their child, we work in partnership with the parents/ carers to ensure the child makes the progress he or she is capable of.

## Total support

Through working with parents as partners and by continually tracking progress we are able to adjust support to meet the child's needs at all times. We also encourage all parents to feel able to take an active part in helping their child at home. When appropriate, and with the support and permission of parents/ carers, we involve outside agencies for their expertise; this may include Speech Therapist, Educational Psychologist, and Specialist Teacher Service.

## Access

Adaptations have been made to the school environment to improve accessibility for those with a disability.

## More able children

We recognise and celebrate that all children are individuals with their own specific needs, gifts and talents. Children who are identified as being exceptionally academically able or talented are provided with stimulating and enriching lessons and opportunities appropriate to their needs. The Children's University is one way in which we encourage not only our more able pupil

# Behaviour and self-development: foundations for the future



## Valued and respected

At St. Cedd's we strive to ensure that every member of the school community feels valued and respected, and that each person is treated fairly. Through our Christian Values we encourage our whole school community, both adults and children, to demonstrate a caring attitude towards each other so that everyone can feel safe, happy and secure. We also encourage children to speak up against unfairness and injustice, and to share worries, whether these are in their own lives or in the wider world; in this way we empower our children to seek help and solutions to problems, and enable our adults to help them.

## Home gets involved

Parents/carers play a special role in encouraging children to develop as responsible members of our school community. Our children know that we work together with their parents/ carers as partners, celebrating their successes and finding solutions together to problems as they arise.

## Rewards

We praise and reward children in a variety of ways, including verbal feedback, texts home and certificates and awards for demonstrating our school Christian Values and for good work. We encourage children to acknowledge when their peers have earned a reward, so that they learn to look out for the positive in each other.

We also like to hear about our children's successes out of school, encouraging them to celebrate their efforts and achievements by sharing their certificates, medals and trophies with the rest of the school.





# Your child's achievements



## How will I know how my child is doing?

At St. Cedd's we use a system called Assertive Mentoring; this is a process rather than an activity, and is the collective term for key features of our school's work. The main components which you and your child may experience are:

- Regular and rigorous assessment against end of year targets
- Personalised target setting (long, medium and short term)
- Tracking of each pupil's attainment and progress
- Intervention and support systems

### Attitude and behaviour

As well as academic progress we also measure and record children's attitude to school life, and set targets for improvement if they are needed. Many aspects of our routine come under this heading, for example wearing of correct uniform, bringing in to school PE kit, attendance and punctuality.

## Mentoring files and one-to-one meetings

A vital aspect of Assertive Mentoring is that every child has a guaranteed, regular one to one dialogue between him/ her and their mentor, usually their classteacher.

During this meeting progress towards medium and long term targets is reviewed. Targets are negotiated, which are carefully chosen from agreed assessment criteria so as to be both challenging and achievable, and to have the greatest impact on the child's performance.

Each child has a very important Assertive Mentoring file which will stay with them throughout their time at St. Cedd's Primary School. The mentoring file holds all the information the staff, children and yourselves need to be aware of in relation to academic achievement, attitude and behaviour. Mentoring files will be the focus of one-to-one meetings.

Parents/ carers receive a written report each half term based on the mentoring meeting which details their child's targets, and how they might be further helped at home to achieve them. At Parent Consultation Days you and your child are invited to take part in the mentoring meeting cycle. This involves meeting with your child and his or her teacher to review the mentoring file and to discuss how well he or she is doing at school and to discuss targets for the term ahead.



## Craig knows what a good school St Cedd's C of E Primary is but he believes it is the little things that make the real difference

**Craig and Stacie Bernstein live in Bradwell-on-Sea with daughters Ellie, eight, and Mollie, seven.**

## A part of something special

Craig believes you can only really get to know a school when you have been a part of it. Living on the same road as St Cedd's, a ten-minute walk away, and encouraged by the good Ofsted report, he and Stacie had few doubts about the school's ability to offer his children an effective and happy education;

however, it is only since he has been involved as a parent and volunteer that he realised just how lovely it was.

## Getting involved

Being such a small village, it was easy to notice the overall good-natured behaviour of the pupils and it was clear to Craig that it was a friendly, happy environment, one he would like for Ellie and Mollie, but when he started to become more and more involved he could see at first hand just how much the staff care about the children. "Because I work shifts, I am often around

during the day so I frequently volunteer as a helper on school trips and with art and craft sessions. I am so impressed with the dedication of the staff and am happy to do whatever I can to support the school because I think they are doing an absolutely great job. The only area in which I would like to see an improvement is in the provision of PE and sport but, hopefully, this will be addressed in the future."

## Supportive

In the classroom, both Mollie and Ellie are doing really well but, if ever they need a bit of extra help, Craig is confident it will be given. "The teachers are very encouraging and they push the children gently, within each child's capabilities, so that they stand the best chance of achieving their potential. They are also very supportive of us as parents and if we ever have any questions or are concerned about anything, we can always ask, knowing we will be listened to. Home/school communication is excellent, and they provide homework diaries where we can record what we have done with the girls at home and where teachers can let us know if there is anything we should be aware of on a day to day basis. We can also have a catch-up in the playground at the start or end of the day on an informal basis should we need to, and it's very reassuring to have such a good relationship with our children's teachers."

## An eye-opening experience

Being such a relatively small community, it is rare to see children from other cultures and backgrounds at the school but Mollie, Ellie and their classmates have recently been

entranced by the visit of a number of Chinese pupils, who have come from their own school in Beijing on an exchange. "It's a wonderful opportunity for our children to have close contact with people from such a very different and, to them, very exotic part of the world and to have the opportunity to practise speaking another language that they have been learning with native speakers! It is probably safe to say that the children from Shanghai speak better English than our own children speak Mandarin, but it's a very good start!" It is to be hoped that the Chinese children get as much from their visit as ours children got from hosting them. –

## Role models

Delivering a good education and expanding children's horizons are what any good school should provide but, Craig believes, over and above this it is the little things that make a real difference. "The school meals are excellent, Forest School is brilliant asset, and the children have wonderful role models in their teachers, who promote kindness and empathy for others. Everyone – teachers, support staff and parents – works together for the good of the children."

## A sad farewell?

The demands of Craig's job are such that the family may, before too long, very reluctantly, have to relocate nearer London, and this will mean having to move Mollie and Ellie to a different school. "We don't want to have to move from St Cedd's because it is almost as close as it gets to being the perfect school for my girls but, if it does have to happen, at least we know that Mollie and Ellie have had a brilliant grounding in their early education and I am very happy indeed about that."





Admission into reception

Children whose 5th birthday is between 1st September and 31st August may join our school in the Autumn Term of that academic year. We welcome and encourage visits from parents of preschool children who are considering St. Cedd's as their child's primary school. We work closely with local preschools throughout the year, so that the transition to our school is smooth, as we liaise with preschool staff about your child's interests and needs.

In the summer term before your child joins us we arrange a number of opportunities for you and your child to visit the school, to get to know us, the classroom areas and the other parents and children in the class.

Applications

Applications to our school for all children must be made to Essex County Council and can be made online on Essex Council's website or by downloading a paper copy from the Council's website.

We also ask that you complete a Supplementary Information Form so that we are able to apply our admission criteria, which are used in the event of over-subscription. This is available from our website or our school office. The SIF is not an application form and must be completed in addition to the common application form and returned directly to the school.

Appeals

If the school is oversubscribed, not all children whose parents apply can be offered a place. Parents have the right to appeal against Governors' decisions on admissions.

Application Process

- Essex County Council Admissions Team processes all school applications:
- The closing date for September applications is in mid-January of that year.
  - You will be notified of your child's placement the following April. Applications to all other year groups may be done at any point during the academic year.

Contact details for the Essex County Council School Admissions Team

- Email: [admissions@essex.gov.uk](mailto:admissions@essex.gov.uk).
- Tel: 0345 603 2200
- Address: School Admissions, Essex County Council, P.O. Box 4261, Chelmsford CM1 1GS.
- Website: [www.essex.gov.uk/schooladmissions](http://www.essex.gov.uk/schooladmissions).



Voluntary helpers

We always welcome volunteers from our school and wider community to help with activities such as school visits, or supporting children in class etc. If you would like to volunteer at our school, please ask the School Office for an application pack.

**St Cedd's Church of England Primary School PTA**

All parents, carers and staff are automatically members of our PTA and are welcome to attend our meetings. Please don't be shy; we would love to see you there! We are passionate about our school and over the years we have run a huge range of fundraising events. We are always looking for new fundraising ideas and opportunities so, if you are interested in joining us, please contact the school office.

Governance

The ultimate accountability for St Cedd's Church of England Primary School lies with the Board of the Diocese of Chelmsford Vine Schools Trust; through the scheme of delegation most of the responsibilities are delegated to a Local Hub Board appointed by the Trust. This Local Board provides strategic challenge and direction to St. Cedd's and other local Vine Trust schools. Its members include parents and local clergy as well as specialists in safeguarding and governance.





## Our Vision and Values

Through Jesus Christ we learn to love, grow in wisdom and perseverance and to share friendship. Inspired by our Christian values, we aim to encourage the children's enjoyment of learning for life and to take pride in all they do.

## Our Aims at St. Cedd's

The aims of St. Cedd's Church of England Primary School are founded on the recognition that the family, the community and the school are working together for the development of our children. It is in this context that we aim to create an environment underpinned by Christian values in which each of our pupils can grow, developing a love of learning and the abilities which will enable them to become confident young people who can make a positive contribution to society.

### We aim to:

- To develop and support the individual needs and talents of all members of our school community and to enable them to learn and live through faith and education.
- Provide a caring Christian community in which all are valued for the unique contribution they can make to the school and the wider world.
- Provide a stable and stimulating environment conducive to study and learning, integrating every aspect of the child's development, where individual talents are fostered and encouraged and which allows each person to reach their full potential.
- Through the development of spirituality and community life and worship we aim to enable the children to appreciate and respect themselves, their world and the feelings, beliefs and cultures of those around them.
- Provide a wide curriculum that develops the unique potential of each person and educates the whole child in an environment which encourages growth in self confidence and the acquisition of skills, attitudes and values.
- Recognise that the child is living now and not just for the future, and that they should be happy, purposeful and able to contribute to the society around them.



### St Cedd's Church of England Primary School

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