



Ardleigh St. Mary's Church of England (Voluntary Controlled) Primary School



Where Learning Never Ends School Prospectus 2020—2021

The information in this Prospectus may be slightly different at this time due to the COVID-19 Pandemic.

All information included in this prospectus may be subject to possible change at short notice to reflect the changes to national Covid-19 related regulations.

The School maintains the right to make short term changes to the prospectus to accommodate national changes in Covid-19 legislation.



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Welcome

Thank you for taking the time to look at our School prospectus.

I am pleased that you are considering Ardleigh St. Mary's Church of England Primary School as a possible choice for your child's education.

Our aim, in creating this Prospectus, is to give you an insight into the learning experiences which we provide for our children.

The staff and governors are committed to promoting Christian values and our chief aim is to provide a safe, caring, happy learning environment where everyone feels valued and can achieve success.

Our prospectus can only begin to give you an idea of what our School is like. We would be delighted to meet you and your child and provide you with an opportunity to come and see us at work.

I look forward to meeting you in the near future.

Best Wishes

Ms. Donna Parker

HeadTeacher



School Details

Ardleigh St. Mary's Church of England (Voluntary
Controlled) Primary School
Colchester Road
Ardleigh
Colchester
Essex
CO7 7NS

Tel: 01206 230394 Fax: 01206 231717

E-Mail: admin@st-marys-ardleigh.essex.sch.uk
Website: www.ardleightstmarys.co.uk

Personnel Information

County Education Office
Essex County Council
Learning Services
County Hall
Chelmsford
CM1 1LD

Statistics at September 2020

Number of children on roll: 100
Number of classes: 4
Number of Teaching Staff (including all FT/PT Staff): 8
Number of regular Supply Teachers: 4
Number of Teaching Assistants: 6
Number of Admin Staff: 2
Number of Mid Day Assistants: 5
Number of Catering Staff: 2
Premises Staff: 2
Consortium Finance Manager
Consortium Premises Manager

Number of Governors: 13 (including Headteacher)

Designated Child Protection Person—

Headteacher—Ms Parker

Designated Deputy Child Protection Person—

Deputy Headteacher—Mr Kempster

Designated Child Protection Governor—

Mrs Heath

Designated Deputy Child Protection Governor—

Mr Talbot

Date of last Ofsted Inspection: March 2017 - GOOD

Date of last Section 48 Inspection: December 2017—OUTSTANDING



Ethos

Our School is a Christian place where children come to learn more about themselves and the world and where they will develop a lifelong love of learning.

Mission Statement

Our mission is for a loving Christian Community of children and adults who have the courage to engage in a journey of lifelong learning.

We achieve this in a safe and happy environment providing both stability and enjoyment.

Our school promotes physical health, emotional and spiritual well being.

Through our Christian Values we will give children the inspiration and skills to follow their dreams.

Aims

- To help children to be curious, develop lively enquiring minds and to create learners who will take on the world (or feel they can).
 - To create a healthy, safe environment where the rights of all people are regarded and treated as equal.
- To help children fully as learners by offering them a differentiated curriculum which is challenging, helps them to acquire skills and practical abilities and is offered irrespective of age, gender, disability or ethnic background.
 - To help children develop a spiritual and moral framework on which to base decisions and to help them appreciate religious and moral values of their own and other cultures.
- To encourage children to appreciate and celebrate achievement in themselves and others while respecting the needs of others as individuals.
 - To develop a sense of outreach and to be involved in the wider community in a positive and a mutually beneficial way.



Background of School

Our school was founded in 1865 to serve the village of Ardleigh.



Attached to our School is the School House, which contains the administration area, reception area, the Headteacher's office and staffroom.

There are three classrooms in the main building and two demountables, which also act as Classrooms.



We have a large hall which is separate to the main building. This offers us wonderful opportunities to broaden our curriculum and further develop our links with the community and where our kitchen is located. We serve fresh meals everyday, with the children being able to choose from 3 options a day. For more information on our meals, look at our menus on our website.



Located behind our hall is our working garden, including a 50ft polytunnel and our Chicken Home, which houses our chickens!

Local businesses support the school through donations and by encouraging visits.



Our School maintains close links with the church community attending services at Harvest, Christmas and Easter. We also enjoy having the Parish Vicar, Reverend Antony Wilson, and other members of the Church, take regular assemblies at School and the church building is used as a source of local history.



We have a partnership, through the Diocese, with a Primary School in Kenya; St. Paul's. This was established in 2008 and becomes stronger every year.

Our attendance at the Church and visitors leading our Assemblies may look different at this time due to the COVID-19 Pandemic.



Staff List

Mrs L Adams

Mid Day Assistant / Premises Staff

Mrs D Arnold

Mid Day Assistant / Well Being Mentor

Mr N Bagnell

Consortium Premises Manager

Mrs K Bament

Class 1 Teacher—Job Share—Phonics Lead / Creative Arts Lead
Senior Teacher

Mrs K Booth

Class 1—Learning Support Assistant

Mrs C Brecht

Class 3 Teacher—Job Share—Writing Lead

Ms R Cafasso

Class 3 Teacher—Job Share—Science Lead

Mrs R Callen

Catering Manager

Mrs L Carey

Teaching Assistant—Class 4

Mr G Cole

Site Manager / Senior Mid Day Assistant

Mr D Evans

Forest School Lead / Regular Supply Teacher

Mrs T Higgins

Teaching Assistant—Class 1

Mrs R Hoggarth

Office Manager

Mr C Jones

Teaching Assistant—Class 4 / Outdoor Learning Teaching Assistant /
Co-opted Governor



Staff List

Mr N Kempster

Deputy Headteacher
Class 4 Teacher—Senior Teacher
Deputy Designated Safeguarding Officer
Reading Lead
Joint Assessment Lead
ICT Lead

Ms E Marks

Consortium Finance Manager

Ms S MCHoul

Teaching Assistant—Class 2

Mrs E McDiarmid

Class 2 Teacher—Job Share—PSHE Lead

Mrs M McKenna

Teaching Assistant—Class 3

Ms J Mutimer

Mid Day Assistant / Premises Staff

Mrs N Newman

Teaching Assistant—Class 2 & 3 & 4

Ms D Parker

Headteacher
Curriculum Leader
Designated Child Protection Officer / Health and Safety Lead
Healthy Schools Co-ordinator
RE Subject Leader / Collective Worship Co-ordinator
PE / PSHE Subject Leader
Joint Assessment Lead

Mrs J Perou

Class 2 Teacher—Job Share

Mrs C Poulter

Administration Assistant



Staff List

Mrs D Richardson

Regular Supply Teacher

Mrs C Skerritt

Class 1 Teacher—Job Share—Early Years Lead / Maths Lead

Mrs K Thompson

Well Being Mentor

Mr R Tucker

SENCo

Mrs R Wallis

Catering Assistant

Mrs B Woods

Mid Day Assistant

Mr K Wright

Music Teacher



Governors

Tim Barrott

Angie Heath

Janet Johnson

Ceri Jones

Nathan Kempster

Donna Parker

Sarah Rawlinson

Lee Partridge

Dan Scatola

Richard Talbot

Mark Thrower

Amanda Watts

Reverend Antony Wilson

Authority Governor—Chair

Foundation DBE Governor

Clerk to the Governing Body

Co-opted Governor—Non Teaching Staff

Teaching Staff Governor

Ex-Officio—Headteacher

Foundation Governor—PCC

Parent Governor

Parent Governor—Vice-Chair

Co-opted Governor

Parent Governor

Co-opted Governor

Ex-Officio Foundation Governor



Admissions Policy and Arrangements

The Admissions Policy of Ardleigh St. Mary's Church of England Primary School is common to all County and Voluntary Controlled Church schools in Essex

The policy is outlined in the booklets 'Primary Education in Essex 2020/2021' and the 'Schools Admission Policies Directory 2020/2021'.

Both are published by Essex County Council Planning and Admissions and copies of these can be obtained from

School Planning and Admissions, Schools, Children and Families Directorate,

Essex County Council, P.O. Box 4261, Chelmsford CM 1 1GS

In common with other local schools, all children may be admitted at the beginning of the school year in which they will be five years of age.

To support their entry to school, children have an opportunity to visit their new class in the previous Summer Term and their new class teacher will arrange to make visits to their Early Years Settings.

As required by law with effect from September 2011, all infant and primary schools provide for the full-time admission of all children offered a place in the reception year group from the September following their fourth birthday; this means that you have the right to a full time place at the school for your child.

The law does not require a child to start school until the start of the term following their fifth birthday. Compulsory school age is reached at that point. Parents can request that the date their child is admitted to school is deferred until later in the school year or until the child reaches compulsory school age in the school year. Where entry is deferred, we will hold the place for that child and not offer it to another child. The parent would not however be able to defer entry beyond the beginning of the term after the child's fifth birthday, nor beyond the academic year for which the original application was accepted. Parents can also request that their child attends part-time until the child reaches compulsory school age. Where parents choose to defer entry, the school may reasonably expect that the child would start at the beginning of a new school term/half term.

Arrangements for Visiting the School

Parents / Visitors are always welcome to visit the School.

If you are a parent/Carer of a child who will be entering the Foundation Stage 2 (Class 1) you and your child will be invited to attend a series of visits;

- A meeting between the child, parent/Carer and Class teacher.
- Your child's other visits will enable them to take part in whole class activities such as role play, construction and outdoor activities.
- A meeting just for parents/Carers to inform you of the daily routines, look at uniform and find out all about the different aspects of school life.

We are pleased to have a "Buddies" system.

New children are also paired with another child to help show them around and help them settle into School.

These arrangements may differ at this time due to the COVID-19 Pandemic—please ring the school or email for further information.



School Organisation

Session Times	8.50am – 9am	Registration & early activities
	9am – 9.15am	Assembly
	9.15am—10.30am	Lesson time
	10.30am – 10.45am	Break
	10.45 – 12.00 (12.05)	Lesson time
	12.00 – 1pm	Lunch
	1pm – 3pm	Lesson time
	2.50pm—3.10pm	Staggered School finishing times

The School gates open at 8.30am.
Children are welcome to come anytime
between 8.30am and 8.50am.
After arriving at school, they go straight
to their classrooms for early morning
activities.
Registration is at 8.50am.

At this time parents are not allowed on
the school site due to measures put in
place as a result of the COVID-19
pandemic.

School Uniform

Children are encouraged to wear our School uniform and we hope that all parents continue to support this policy.

Jumpers / Sweatshirts / Cardigans	Bottle Green
Trousers / Skirts / Shorts	Grey
Polo shirts	Gold
Summer Dresses	Green and white striped or check

PE Kit—black shorts/gold t-shirts /plimsoles or non-marking trainers

Black shoes – Training shoes are discouraged.

For health and safety reasons, all jewellery is discouraged.

School uniform can be ordered through the School Office.





Religious Education (RE) and Assemblies—Acts of Collective Worship

RE

We regard Religious Education as a very important part of our Curriculum. Being a Church of England School our aims and objectives are very close to those set out in the Chelmsford Diocesan Guidelines. As well as learning about Christianity and other religions, pupils need to gain an insight into how religion affects people's lives so that they can develop their own beliefs and values.

Religious Education has a particularly important contribution to make to the spiritual, moral and cultural development of children. As a Voluntary Controlled Church of England School, Ardleigh St. Mary's follows the Essex Agreed Syllabus for Religious Education.



Stained Glass Windows



Work about St. Andrew



The importance of symbolism



Religious Education (RE) and Acts of Collective Worship / Assemblies

Acts of Collective Worship / Assemblies

As with Religious Education we at Ardleigh St. Mary's regard Collective Worship as an important part of each child's experience in school. As a Christian School we seek to provide a spiritual experience with the atmosphere of collective worship providing an opportunity for pupils to worship God. In keeping with statutory requirements, we provide a broadly based Christian collective worship opportunity for pupils everyday. The children are taught Christian values and become familiar with the teachings of the Bible. Assembly programmes are planned termly around the Christian



Values and will relate as closely as possible to seasons in the Church Year. The pupils will take an active part in many assemblies through drama, music, their own prayers and other ways which are unique to individual children. Our Worship has been led by a wide group of people; Staff members, Clergy, other visitors. Each week we have a Pray and Praise Assembly when children are encouraged to enjoy learning new songs which we use in our daily worship. We celebrate achievement each week at our WOW Assembly. Many of the main Christian festivals are celebrated and we visit our local Church, St Mary's, during the year. **At this time Assembly is held in each classroom on a daily basis. Reverend Antony and Amanda provide pre-recorded Assemblies and the classes watch these on the Smart Boards in their rooms—these happen on a Monday and Wednesday. On a Tuesday and Thursday the children participate in Chitter Chatter (please see our website for further information) and our Friday Assembly is our WOW Assembly.**



As a Church of England School we have close links with St. Mary's Church:

- School services are traditionally held at the Church at Harvest time, Christmas and Easter.
- Reverend Antony Wilson helps lead worship in our Assemblies normally in the School Hall.
- Amanda Watts, a member of our governing body, and our ADD members have also led worship in our Assemblies in the School Hall.

Parents who wish their children to be withdrawn from Religious Education and Collective Worship should consult with the Headteacher.



Chelmsford Diocesan / Kenyan Partnership



St. Paul's Primary School, Kutus

We are delighted to be part of the Chelmsford Diocesan / Kenyan Partnership which has allowed us to build strong links with St. Paul's Primary School in Kutus, Kenya. This partnership was established in 2008 and since then several teachers from both schools have been able to take part in exchange visits between the schools. The children are involved in joint projects and communicate via letters, shared work, pictures, photographs and video messages.

This partnership adds a valuable global dimension to our broad and creative curriculum.



St. Paul's Church, Kutus



School Ethos and Behaviour

At Ardleigh St Mary's, the ethos is based upon mutual respect and consideration for others. Our aim is to present a caring atmosphere where honesty and tolerance are valued and the children learn through example and discussion. Each teacher is responsible for the care and discipline of the children in their care.

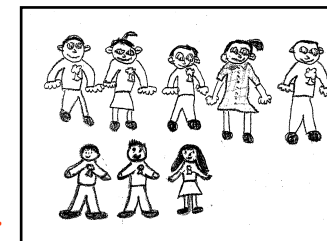
The Class Rules are devised by the classes at the beginning of each academic year and include the following:-.

- Always walk, never run in the school building.
- Keep your hands, feet and unhelpful comments to yourself.
- Play nicely, respect each other at all times.
- Always put your rubbish in the bin and respect school property.
- Line up quietly after playtime and lunchtime.

The School Council

The School Council meets weekly and is made up of representatives from each class. This provides an opportunity for the children to express their opinions about the way the School operates. Children are encouraged to offer suggestions about how the School can be improved and this enables all children in the School a chance to contribute to its development.

This will be arranged differently at this time due to the measures put in place to safeguard against the COVID-19 pandemic.



Attendance

Parents are requested to telephone the School in the morning of the first day of absence and to confirm in writing on the child's return. Parents are encouraged not to take family holidays during School term time. If this cannot be avoided due to work commitments, an Absence Request Form must be obtained from the office, completed, and returned to the Headteacher for approval before the child is due to take a holiday. Authorisation is only given in line with our policy. An unauthorised absence is recorded when a child is away if this is not explained either in writing or with a telephone message from the parent. Further details about attendance can be found on our website.

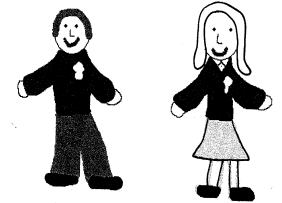
Under current Covid-19 restrictions there may be some relaxation regarding non-attendance due to short term compliance with Covid-19 new restrictions.



Safeguarding

The school has Safeguarding and child Protection Policies which are available on request and on the school website. The policies offer guidelines to staff on the procedures for dealing with Safeguarding / child protection concerns.

Anyone working within the school community has a legal obligation to report any suspected child abuse to the Designated Person—the Headteacher. This information will then be reported to the Essex Safeguarding Board. Our first priority is your child's welfare and therefore there may be occasions when our concern about your child means that we have to consult other agencies before we contact you. The procedures we follow have been laid down by the Essex Safeguarding Team. If you want to know more about this procedure, please speak to the Headteacher.



Health and Safety Procedures

St Mary's Primary School follows the LA Health and Safety Policy. Regular checks of the school grounds are carried out and an annual assessment and Health and Safety audit is completed and reported to the Governing Body.

Minor accidents are recorded in the School Accident File and parents are notified. More serious accidents are reported to the LA Health and Safety Department. The Health and Safety named person is the Headteacher.

Administering Medicines

St Mary's Primary School holds a record of all medicines to be administered to children during school time. We also request that parents complete and sign a consent form before any medication will be administered. All medicines will be kept in the school office and will be placed in secure storage.

School Security

Our normal procedures are as follows:

A visitors book and a visitor badge system is in place. Signs have been erected outside, directing visitors to the school office. The car-park and pedestrian gates are locked during the school day. Key-pad security systems are installed in the main building and the demountables. This is in addition to the comprehensive alarm system already installed. Each year the School undergoes a thorough fire inspection plus termly fire drills.

During this time only essential visitors are being admitted to the school. If a visit is required for any reason, an email or phone call is needed explaining what the reason is. The school will explain the procedure.



Anti-Bullying Policy

Here at Ardleigh St. Mary's, staff work closely with parents and children to deal with any incidents effectively. We work with the children, through our Personal, Social and Health Curriculum, to provide them with an understanding of the issues related to bullying. We encourage parents and pupils to talk to school at any time if there is a concern. Bullying language or behaviour will not be tolerated at Ardleigh St Mary's School and any such incidents are dealt with by the designated person—the Headteacher.

Racial Equality

The school has a Racial Equality Policy which states that all children are entitled to full and equal access to the curriculum regardless of race, creed or beliefs.

Racist language or behaviour will not be tolerated at Ardleigh St Mary's School and any such incidents are dealt with by the designated person—the Headteacher.

Equal Opportunities and Pupils with Disabilities

Please refer to our School's Equality Policy for details. The school has a comprehensive admissions procedure where any additional needs can be identified by the parent/Carer or pre-school providers. Whenever necessary the support of specialists are sought (eg Educational Psychologist). When a child transfers to another school all records are forwarded and if possible contact is made with the receiving school. We liaise similarly with secondary schools, and arrange additional visits for the child as and when appropriate.

All of these policies can be found on the school website.



Teaching Children with Special Education Needs and Disabilities

Ardleigh St Mary's Primary School is aware of the LA Inclusion Policy and will consider placements for all children. We believe every child is special and is deserving of a personalised curriculum that addresses their individual needs. Within our school there are pupils who have specific needs that require additional support (as outlined in the SEND Code of Practice).

Children with Special Educational Needs and Disabilities are identified by parents or class teachers and are supported by the Inclusion Manager and staff within the school.

In order for the school to successfully support these children we have adopted the following Aims and Principles:

- Every child should have the opportunity to achieve his/her potential.
- All Children with Special Educational Needs and Disabilities will be identified as soon as possible.
- Close co-operation with parents will enable home and school to work in partnership for the benefit of the child.

Parents are consulted throughout the assessment procedure and are invited to attend regular review meetings.

The school provides extra support for children who have Special Learning Needs. The Inclusion Manager works closely with Class Teachers and together they produce individual plans for children with learning difficulties.

The school uses the Pupil Premium funding to enhance the teaching and learning of the children who receive Free School Meals (for more information regarding our Pupil Premium Funding, please see our website).

In September 2014, the new SEND Code of Practice was implemented and the LA and School produced their 'Local Offer' - what the Local Authority and school can provide for any child with a special need. For more information regarding Ardleigh St. Mary's 'Local Offer' please see our website and look for the SEND Information Report.

Teaching the More Able Pupils

We have a policy to support very able children at our school and as part of this policy the school holds a register of children who have been assessed as being Able, Gifted or Talented. All lessons and activities are differentiated to meet the learning needs of all children and every child's progress is monitored regularly. This allows Ardleigh St Mary's Primary School to acknowledge the learning needs of all children and to provide an enriched and extended and age related curriculum for all children.

We offer pupils access to the various Enrichment Programmes we are involved with - the opportunities to join in specific programmes run by our local family of schools, and provide in-house experiences for all children to develop their gifts.

We believe every child has a gift or talent and seek to develop this during their time at school.

Some of these activities may differ at this time because of the measures we have put in place due to the pandemic.





Partnership with Parents

Ardleigh St Mary's Primary School values the relationship between Home and School and recognises the importance of teamwork in raising children's Standards of Achievement. It is by genuinely working together that we can provide the best possible education for your child. We see education as a partnership for learning between Home and School and as such we aim to create an inviting and Caring environment. Parents are very welcome and are encouraged to visit on an informal basis or to discuss concerns at any time during the School year.

We hold 'Meet The Teacher' sessions at the beginning of the academic year so that you are able to introduce yourself to your child's class teacher and hear important information about the year ahead relating to your child's class. We also regularly hold consultation meetings to enable you to celebrate your child's progress and identify how you can support their learning further. We also provide termly reports during the Autumn and Spring terms and a more detailed annual report at the end of the year outlining your child's achievements across the whole curriculum.

Communication between School and Home is very important. Our weekly newsletters are emailed out on a Friday via the ParentMail system and these can also be accessed on our website. Letters are sent out when appropriate.

We value your support in School and welcome parents and grandparents in to support in many ways. We have parents listening to children read, supporting group work, running extra curricular clubs, etc.

Throughout the year there are special occasions we love to share with the whole community. You are invited to join us for special assemblies, Sports events, Religious Festivals and much more.

Some of these activities may differ because of the measures put in place due to the pandemic.

Homework Policy

Home Learning is an important part of your child's learning and we encourage parents and carers to work with their child, supporting them in the work they are asked to do at home. Ardleigh St Mary's Primary School recognises the value of appropriate homework. The Homework Policy aims to contribute to the home/school partnership which promotes children's learning and progress. This policy is available for reading at School. Parents are encouraged to support learning by helping their child with any homework which will support class learning. A Home / School agreement is offered to all new children and parents. This agreement is signed by teacher, pupil and parents to reinforce the importance of strong Home / School links and the positive effect this can have on the learning of a child.

Friends of Ardleigh St. Mary's School

Ardleigh St Mary's Primary School has an active and supportive Friends of... Association which is always keen to recruit new members. The organisation is a social and fundraising organisation and has successfully supported many fundraising projects for the School.





Friends of Ardleigh St. Mary's School



We are fortunate to have a vibrant and highly motivated team of people linked to the School who work hard to enrich the resources available to our children.

Friends of Ardleigh St. Mary's School supports the School both financially and in terms of time and goodwill. As a School, we value their involvement and appreciate all the support they give the School.

All parents of children at the School are automatically members of the Friends. You are very welcome to join the Friends' Committee at any meeting, the details of which are always on the regular newsletters and other letters from them sent home from school. Other information can be found on the School Website.

Projects in the past have included buying furniture and books for our new School Library, playtime and lunchtime games, Leavers' Books for our Year 6 pupils and providing funds to pay for the coach so that our School Choir could participate in a concert at the Royal Albert Hall. They have also paid for the transport for our annual visit to the Pantomime at Christmas time.

They also raised sufficient funds which enabled us to purchase a Polytunnel for the School Vegetable Garden, a gazebo for the children to sit in, an outside stage and blinds for all the Classrooms.



One of their most recent fundraising venture was focused on replacing our outdoor play area—this has been a huge success and we now have a fantastic piece of equipment for the children to use.





Additional Curricular Activities

A range of additional curricular activities are available at Ardleigh St. Mary's, catering for a wide variety of interest. These are run by members of staff, parents, other agencies and pupils. Each term a different set of activities are on offer.

The following are some that were available last year:



Netball



Gardening



Choir (Gleebees)

Plus a Computing Club, Handicrafts, Football, Hockey, Cross Country, Music Tech, Strummers, ADD Club, Tag Rugby and many more.

Look on our website for clubs that are available this year.

Ardleigh Community Award

Our Year 6 pupils are involved in the Ardleigh Community Award which aims to develop independence, commitment, relevant skills, teamwork and leadership. It also challenges them to push themselves beyond their expectations.

The award is made up of different aspects and involves the children in carrying out tasks at school and at home, eg. looking after the chickens, picking up litter, washing up or gardening. They also participate in different clubs at school and out of school, learning Bushcraft Skills, Flower Arranging, First Aid skills, Bell ringing and FaNs. There is an awards evening at the end of the year where the pupils will be presented with one of the 4 levels which can be achieved:- Participation Award, Bronze Level, Silver Level and Gold Level. There are also additional awards for outstanding commitment or effort.



Foundation Stage

This stage in your child's education describes their learning from 0 to 5 years of age. The early years of children's lives are ones of rapid growth and development. The curriculum for the Foundation Stage underpins all future learning by supporting, nurturing and promoting the child's development in all areas.



There are seven areas of learning that form the Early Years curriculum:

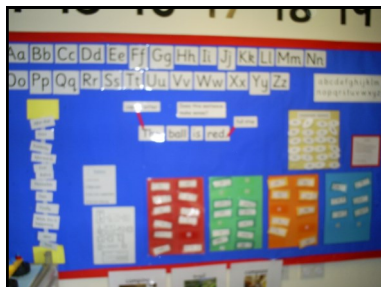
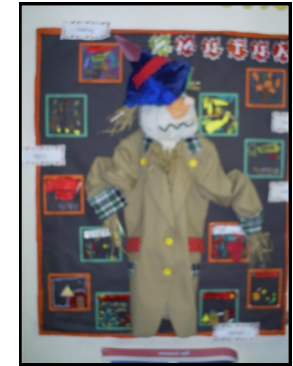
3 Prime Areas

- *Communication and Language

- *Physical Development

- *Personal, Social and Emotional Development

These prime areas are those most essential for your child's healthy development and future learning.



As children grow, the prime areas will help them to develop skills in 4 specific areas.

These are

- *Literacy

- *Mathematics

- *Understanding the world

- *Expressive arts and design

These 7 areas are used to plan your child's learning and activities.



The Curriculum

At Ardleigh St. Mary's Church of England Primary School, we aim to establish a School Community where children examine and value the past, make sense of today and are excited by the future. We are a School where creativity, initiative and challenge thrive and are actively encouraged. As a result the children are motivated to improve on their previous best, learn to think, question, apply new skills, and make decisions independently.

St. Mary's is a safe, inclusive and secure School where pupils are valued and encouraged to be imaginative. At its foundation, Ardleigh has sound Christian principles which we like to think permeate in all that we do in School. We aim to provide a curriculum which prepares every member of our School community for the challenges and opportunities of the 21st Century. With this in mind, we endeavour to provide a School Community where everyone will learn to be adaptable, flexible and tolerant of change.

From September 2014 the new National Curriculum was implemented. Details regarding content and how it is organised across the school can be found on our website.

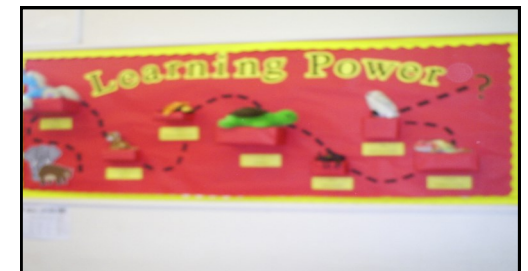
Every Child Matters

This involves all the services that can or could reach every child and aims to ensure these services work together as teams and provide the best possible all round care of each and every child. All aspects of school life here at Ardleigh are linked to these 5 objectives:

1. Be healthy
2. Stay safe
3. Enjoy and achieve
4. Make a positive contribution
5. Achieve economic well-being.

Effective Lifelong Learning—ELLI

This aims to develop key learning skills across the curriculum. These are taught through a range of activities and aim to make children more successful learners now and throughout life.





Our Cross Curriculum Approach

Our curriculum is planned on cross curricular themes. Where subjects do not fit into these topics they are taught as separate subjects.

A theme is picked for each term and the subject focus decided upon. These are chosen a year ahead so that teachers are able to plan and prepare in advance.

Examples of topics over the past years are:

Burps, Bottoms and Bile —Science Focus

Paws, Claws and Whiskers —Art Focus.

Are we there yet? - Geography Focus

Time Traveller - English Focus

Our topic for the Autumn term 2020 will focus on topics related to History (for more information, please visit our website).



English

We place a special emphasis on language development through speaking, listening, reading and writing. The School closely follows the stages of the National Curriculum. We aim for all children to become confident and fluent readers of a range of literature and to be able to express themselves clearly and thoughtfully through writing and

conversation. Drama and role play are used to encourage children to express their thoughts and opinions in a practical way.

Mathematics

Mathematics is well resourced and teaching aims to offer opportunities for children to understand and develop all skills related to the subject through enjoyment and by inspiring an early enthusiasm for the subject. Much of our class work is of a practical, investigative nature. Opportunities for using and applying mathematics are taken across the curriculum.



Science

In Science we aim to extend pupils' natural curiosity about the world around them into activities, which will develop their understanding of scientific concepts and attitudes. In the teaching of Science the emphasis is on pupils learning through first hand experience. Pupils will develop investigative and other skills, including measuring, data handling and fair testing.





Computing

Computing plays an increasingly important part in all aspects of children's learning and we aim to build upon children's interest and enthusiasm for computers. We develop their skills in using a wide range of applications and encourage children to think critically about its uses in School and outside. Children learn to use technology to express themselves creatively, explore ideas, analyse information, find things out and present their work to others within the School and via our web site, to a wider audience. Teaching and learning Computing extends across all areas of the curriculum and through its use, we aim to develop and deepen children's thinking and extend independent learning.



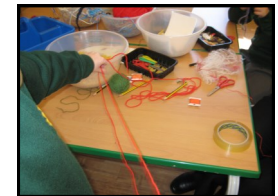
Music

Music is very important in the life of the school. Our Music Teacher, Mr Wright, works with each class once a week and he also runs a music club at lunch time and after school. The children develop their skills in singing and playing the ukuleles and percussion instruments. They are encouraged to express themselves through their own compositions and also to listen to a range of different types of music. Children have the opportunity to learn the recorder, guitar, and keyboard via the County's music Peripatetic Teachers.



Design and Technology

Our children are given opportunities to develop practical skills such as cutting, joining, fixing and connecting. They are taught to evaluate products, design and make their own and review the learning they have been involved in. Children also study food technology which includes designing snacks for a balanced diet.



History

At Ardleigh St. Mary's, we aim to establish a School Community where children examine and value the past and to make sense of today. History aims to stimulate children's curiosity about people, places and events in the past. It helps them develop their understanding of society today. With younger children, it is introduced through story telling and personal history recalled by parents and grandparents. Older children learn about people, events and places from the recent and the more distant past. In order to bring the past to life children make visits to museums and historical sites, they explore people's thoughts and feelings through drama and they use a range of resources and visitors to compile and interpret evidence and draw their own conclusions.





Geography

Topic based geographical work aims to help children understand their place in our world, through the study of people and their environments. This process begins with first hand observation and exploration of the School grounds and local community, focusing on people and the effects they have upon the environment. Children then extend their learning to develop an understanding of different societies and cultures, and related environmental issues. We include visits wherever possible and children work with a broad range of resources.

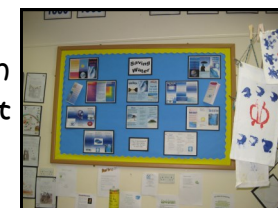


Personal, Social and Health, Education (PSHE)

In PSHE we aim to raise each child's awareness of themselves as individuals, as members of a wider community, and as a citizen of the world. This may be taught as part of the whole curriculum, through the use of 'circle time' as a vehicle for delivering much of the PSHE curriculum in Early Years and Key Stage 1 and through more discrete topics in Key Stage 2 which teaches the pupils about and how to deal with risk. The whole school follows the SCARF Programme—for more information please see our website.

Sex Education

Sex Education and Health Education are treated naturally from a young age. Our aim is to answer questions when they arise as befits the age and understanding of the children. These subjects are treated as a joint school/parent responsibility that should be dealt with sensitively.



We teach sex education through different aspects of the curriculum. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce. The governors have approved the School policy of teaching sex education as an integral part of PSHE for children in Key Stage 2. Further details are available at school. Parents may also borrow beforehand the videoed material and/or leaflets used as part of these lessons. Parents may withdraw their children from all or part of the sex education provided, except that which is required as part of National Curriculum Science.

Art

The children are taught a range of artistic skills: drawing; painting; using textiles; dyeing; printing; working with clay and other 3D media.





Physical Education and Games

In PE, the children learn to be aware of their bodies and the importance of staying fit and healthy. All children are given the opportunity to participate in a wide range of sporting activities. PE is very important in the life of the school and we are very aware of the need for physical activity for the children's well being. The PE curriculum incorporates the following elements: Daily Mile, Skipping, Dance, Games, Gymnastics, Athletics, Swimming, Outdoor Education and Health Related Fitness. The purpose of the curriculum is to develop the pupil's skills, knowledge and understanding both in and through PE. A range of extra-curricular activities are available for children to participate and compete in e.g. multi-sports, football, tag-rugby, athletics. During the year, groups of children take part in enrichment activities and inter-school competitions such as Squash, hockey, football, netball and cross country running.



Clothing for Physical Education

Children are expected to change for PE lessons.

Black PE shorts and a gold T-shirt may be worn. For outdoor work, children will require a warm top and trousers suitable for physical activities.

Plimsolls / trainers are essential for outdoor work and should be kept in a drawstring bag.

All jewellery, including earrings will need to be removed for PE lessons.

Swimming

For swimming sessions, girls need to wear an all in one swimming costume and boys need to wear swimming trunks.

We go to Aylesford Primary School and use their Swimming Pool and they request that all children wear a swimming cap.

Residential Visit

As part of the Outdoor Education aspect of the PE Curriculum, we spend time at a residential outdoor centre where the children participate in various adventurous activities. Over the last couple of years we have spent time at the Bradwell and Mersea Outdoor Centres.

Outdoor Learning Programme

Forest School Activities

All classes have a regular Forest School slot on their timetables. These sessions are run by Mr Evans and Mr Jones and take place in our Forest School Area. This is part of our Outdoor Learning Programme which aims to develop independence and focuses upon the pupils' learning skills which can be taken into adulthood.

Spirituality Outdoors

Each class will receive a series of sessions exploring Spirituality Outdoors. These sessions are led by Amanda Watts, one of our Members of the Governing Body and have included developing our Peace Garden, our Easter Garden and creating paving stones based on the Creation.





Charging Policy

During the school year, class visits are made to various places of interest as part of the planned curriculum. These support and extend the ongoing School work in a rich, meaningful way. It is also considered important that we invite groups and other visitors into School to enrich the curriculum.

In order for these activities to take place, it is usually necessary to ask parents for voluntary contributions to cover the cost. Children of parents who do not make voluntary contributions are not discriminated against in any way. Requests for contributions are made in accordance with the Schools Charging and Remissions Policy; this can be found on the school website or a copy can be obtained from the school office. Parents are always informed in writing of the planned activities and asked to complete a consent form.

Arrangements for Dealing with Complaints

The Local Authority has established procedures so that the concerns of parents about curriculum or other related matters can be resolved locally. The School welcomes responses from parents and the community. In the first instance, parents are encouraged to communicate any concerns to the School as soon as possible so that attempts can be made to resolve them quickly. Failing this, formal procedures exist, details of which can be provided on request from the Headteacher or Chair of Governors.

A Complaints Policy is available on the school website or from the school office



We hope you have enjoyed looking at our prospectus.

**Please come and visit us to find out even more about our school.
Please contact the school to arrange a visit.**



**You will be given a warm welcome by the children, staff, Governors and
Parents.**